Early Childhood and Childhood Education

Chair: Abigail S. McNamee (Carman Hall, Room B-32A)

Coordinators, Early Childhood Education: Abigail McNamee, and Nancy Maldonado (Carman Hall, Room B-15)

Coordinators, Childhood Education: Alexandria Lawrence and Christy Folsom (Carman Hall, Room B-43)

DEPARTMENT FACULTY

Professors: James V. Bruni, Abigail McNamee, Anne L. Rothstein, Helen Silverman; Associate Professors: Jeffrey Golland, Nancy Maldonado, Marietta Saravia-Shore; Assistant Professors: Nancy Dubetz, Rogelio Fernandez, Christy Folsom, Alexandria Lawrence, Juan Morales-Flores, Mia Mercurio, Victoria Rodriguez, Sam Shreyar; Lecturers: Elaine Avidon; Instructor: Andrea Zakin

ABOUT THE PROGRAMS

The Department offers two programs in Early Childhood Education and two programs in Childhood Education.

A 42-credit program leads to an M.S.Ed. degree in Early Childhood Education (Birth-Grade 2) and a 48-credit program leads to an M.S.Ed. degree in Early Childhood Education: Integration of Bilingual Extension (Birth-Grade 2). Both lead to initial and professional certification in New York State and are designed for candidates who have received no previous certification in early childhood but may have certification in a related area, in keeping with the state’s emphasis on dual certification.

The Early Childhood programs serve students who (a) have qualified for initial certification in a related area of teacher education as undergraduates and are interested in dual certification with early childhood education at the professional level (advanced degree), or (b) have 12 or fewer undergraduate credits in teacher education and are interested in initial and professional certification in early childhood education.

A 39-credit program leads to an M.S.Ed. degree in Childhood Education (Grades 1-6). A 45-credit program leads to an M.S.Ed. in Childhood Education with Bilingual Extension (Grades 1-6). Both prepare teachers to work in integrated, inclusive, bilingual/multicultural settings. They offer initial and professional certification in New York State upon (a) completion of required coursework, (b) submission of passing scores on the certification examinations, and (c) successful completion of a supervised teaching internship in grades 1-6.

Our work is guided by a conceptual framework referred to as LUTE (Lehman Urban Teacher Education), which expresses our commitment to developing competent, caring, qualified educators for the nation’s urban schools. Lehman gives teachers a focus on philosophy, trends, curriculum, methods, materials, and research in the field. The bilingual extension option adds the possibility of initial certification with an emphasis on the bilingual/bicultural child.

Courses of study in both programs provide an educational model based on child development and child study principles, New York State Education Department standards and core curriculum, and National Council for the Accreditation of Teacher Education (NCATE) standards as described by the National Association for the Education of Young Children (NAEYC).

Entrance Requirements: Early Childhood Education

- A bachelor’s degree or equivalent from an accredited college or university with a grade point average of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- Submit scores on New York State’s Liberal Arts and Sciences Test (LAST) and Content Specialty Test (CST) for advisement purposes if initial certification is not successfully completed.
- Schedule an interview with program faculty. (Requirements and procedures are available in department office, Carman Hall, Room B-32.)

Degree Requirements

To qualify for the M.S. Ed degree in Early Childhood Education (Birth-Grade 2), students must fulfill the following requirements:

1. Submit scores on ATS-W.
2. 42 credits of prescribed course work.
3. Submit professional portfolio.
4. Satisfactory research project submitted for publication.
5. Apply for professional certification.

Bilingual Extension Requirements

To qualify for a M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth-Grade 2), you must fulfill the following requirements:

1. Submit scores on ATS-W.
2. 48 credits of prescribed course work.
3. Submit professional portfolio.
4. Satisfactory research project submitted for publication.
5. Apply for professional certification.

OVERVIEW OF THE PROGRAMS

Students in both Early Childhood Education programs must complete courses in three competency areas, including student teaching. To progress from one competency area to the next, candidates must meet continuation requirements as listed below.

Early Childhood Education: Birth-Grade 2 (42 credits)

COMPETENCY AREA I: Foundations in Early Childhood Development and Education (12 credits): EDC 721 (3), EDC 722 (3), EDC 734 (3) or elective, EDC 735 (3)

Fulfill requirements for continuation: (1) Complete first 6 credits with 3.0 GPA. (2) Submit academic portfolio for each course of the first 6-12 credits. (3) Submit a video of an interactive lesson with one child.

COMPETENCY AREA II: Professional Coursework in Early Childhood Development and Education (18 credits): EDC 731 (6), EDC 732 (6), EDC 733 (6)

Fulfill requirements for entry into student teaching: (1) Successful application to student teaching coordinator. (2) Complete at least 12 credits in Competency Area II. (3) Submit video of a lesson with small group of children.

EDC 790 (4) or EDC 784 (1)
EDC/EDE 783 (2)

Fulfill requirements for continuation: (1) Successful completion of student teaching. (2) Submit video of presentation during student teaching. (3) Submit academic portfolio for each course of the first 36 credits with evidence of achieved outcomes. (4) Apply for Initial Certification.

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COMPETENCY AREA III: Professional Practice in Early Childhood Education (6 credits): EDC 756 (3), EDC 757 (3)

Early Childhood Education: Integration of Bilingual Extension, Birth–Grade 2 (48 credits)

COMPETENCY AREA I: Foundations in Early Childhood Development and Education (12 credits): EDC 721 (3), EDC 722 (3), EDC 734 (3), EDC 735 (3)

Fulfill requirements for continuation: (1) Complete first 6 credits with 3.0 GPA. (2) Submit academic portfolio for each course of the first 6–12 credits. (3) Submit a video of an interactive lesson with one child.

COMPETENCY AREA II: Professional Coursework in Early Childhood Development and Education (24 credits): EDC 730 (6), EDC 732 (6), EDC 733 (6), SPV 703 (3), EDC 727 (3),

Fulfill requirements for entry into student teaching: (1) Successful application to Student Teaching Coordinator. (2) Complete at least 15 credits in Competency Area I. (3) Submit video of a lesson with small group of children.

EDC 784 (1) or EDC 781 (4) or EDC 783 (2)

Fulfill requirements for continuation: (1) Successful completion of student teaching. (2) Submit video of presentation during student teaching. (3) Submit academic portfolio for each course of the first 42 credits with evidence of achieved outcomes. (4) Apply for Initial Certification.

COMPETENCY AREA III: Professional Practice in Early Childhood Education (6 credits): EDC 756 (3), EDC 757 (3)

Entrance Requirements: Childhood Education

- A bachelor’s degree or equivalent from an accredited college or university with a grade point average of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- Submit scores on New York State’s Liberal Arts and Sciences Test (LAST) and Content Specialty Test (CST) for advisement purposes if initial certification is not successfully completed.
- Schedule an interview with program faculty. (Requirements and procedures are available in department office, Carman Hall, Room B-32.)

Degree Requirements

To qualify for the M.S. degree in Childhood Education (Grades 1–6), you must fulfill the following requirements: (1) Submit scores on ATS-W. (2) Complete 39 credits of prescribed course work. (3) Submit professional portfolio. (4) Satisfactory research project submitted for publication. (5) Submit application for professional certification.

To qualify for the Master of Science degree in Childhood Education—Integration of Bilingual Extension (Grades 1–6), you must fulfill the following requirements: (1) Submit scores on ATS-W. (2) Complete 45 credits of prescribed course work. (3) Submit professional portfolio. (4) Satisfactory research project submitted for publication. (5) Submit application for professional certification.

OVERVIEW OF THE PROGRAMS

Students in both Childhood Education programs must complete courses in three competency areas, including student teaching. To progress from one competency area to the next, candidates must meet continuation requirements as listed below.

> Childhood Education Grades 1–6 (39 credits)

COMPETENCY AREA I: Foundations in Childhood Development and Education (9 credits): EDE 721 (3), EDE 722 (3), EDE 735 (3)

(1) Submit academic portfolio for each course of the first 9 credits and (2) a video of an interactive lesson with one child.

COMPETENCY AREA II: Professional Coursework in Childhood Development and Education (18 credits): EDE 752 (6), EDE 753 (6), EDE 733 (6)

(1) Successful application to student teaching coordinator. Complete at least 12 credits in Competency Area II. (2) Submit video of a lesson with small group of children.

Student Teaching/Se minar (6 credits)

EDE 795 (4) or EDE 784 (1) or EDE 783 (2)

(1) Successfully complete student teaching. (2) Submit a video of presentation during student teaching and academic portfolio for each course of the first 33 credits with evidence of achieved outcomes. (3) Write comprehensive examination. (4) Apply for Initial Certification.

COMPETENCY AREA III: Professional Practice in Childhood Education (6 credits): EDE 756 (3), EDE 757 (3)

Childhood Education Integration of Bilingual Extension Grades 1–6 (45 credits)

COMPETENCY AREA I: Foundations in Childhood Development and Education (9 credits): EDE 721 (3), EDE 722 (3), EDE 735 (3)

(1) Submit academic portfolio for each course of the first 9 credits and (2) a video of an interactive lesson with one child.

COMPETENCY AREA II: Professional Coursework in Childhood Development and Education (24 credits): EDE 751 (6), EDE 753 (6), EDE 733 (6), SPE 703 (3), EDE 727 (3)

(1) Successful application to student teaching coordinator. (2) Complete at least 18 credits in Competency Area I. (3) Submit video of a lesson with small group of children.

Student Teaching/Se minar (6 credits)

EDE 781 (4) or EDE 784 (1)

COURSES IN EARLY CHILDHOOD EDUCATION

*EDC 701: Educational Psychology, Child Study and Development. 30 hours plus fieldwork. 3 credits. Study of factors affecting development and human growth from conception through eight years. Developmental theories and research findings related to the physical, emotional, cognitive, and social growth of the child. Personality theories related to the development of self-concept will be examined. Diagnostic and assessment techniques and measures will be studied. Specific child-study observational skills and procedures will be developed. Pupil evaluation, class assessment, and testing related to child study and development will be made possible through field experiences.

*EDC 702: Educational Psychology, Learning. 60 hours plus fieldwork, 6 credits. Study of factors affecting learning from birth through eight years; learning theories and research findings related to the normal and special child; application of learning theories to mainstreamed classes. Emphasis on maturation, readiness, and basic-skill acquisition. Diagnostic and assess-
ment techniques and measures will be applied in field settings. Three learning modules will be included: sensorimotor, communication and conceptual, logical and reflective thinking.

*EDC 703: Program Planning for Early Childhood. 30 hours plus confs., 3 credits. Analysis of factors affecting the design and development of educational programs in terms of educational goals and mental health principles.

*EDC 704: Early Childhood Program Trends. 30 hours plus confs., 3 credits. Early childhood program trends in relation to historical, philosophical, and current community and social needs. Patterns will be examined and analyzed. A survey of a broad range of programs will be examined through the use of films, school visits and speakers, as well as individualized field experiences.

EDC 721: Child Observation & Developmental Assessment, Birth to Grade 2. 3 hours, 3 credits. Extended study of the integrated factors affecting infants, toddlers, and young children's physical, social, emotional, cognitive, language, and aesthetic development through observation, case study, and exposure to research and dominant theories of child development and learning through multiple technologies. Assessment of how young children differ in their development and approaches to supporting individual development; assessment of conditions that affect young children's development including risk factors and patterns of specific disabilities and on the cultural and linguistic diversity and significance of sociocultural and political contexts. Requires work with children, action research, and the development of an academic portfolio. COREQ.: EDC 722.

EDC 722: Child Development and Program Design in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits. Design, implementation, and assessment of developmentally appropriate programs and instructional practices based on: knowledge of the needs and interests of young children including those with disabilities and diverse cultural and linguistic back-grounds; knowledge of the community; curriculum goals; and city, state, and national standards. Study of model programs for, and issues related to, programs for young children reflecting the sociocultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for young children and their families. Focus on the health, safety, physical, emotional, social, cognitive, cultural, and aesthetic aspects of programs. Requires student observation, action research, appropriate use of media and technology, and an academic portfolio. COREQ.: EDC 721.

EDC 730: Understanding and Documenting Young Bilingual Children's Literacy Development and Concepts of the World Around Them, Birth to Grade 2. 6 hours, 6 credits. Exploration of the diverse ways that infants, toddlers, and young bilingual, bicultural children develop language and literacy. Understanding of basic human needs and interdependence in family, early care, and school settings. Study of approaches to literacy and the social studies documentation and assessment and instructional strategies in native and second languages through media and technology within an integrated curriculum. Requires work with children, action research, and an academic portfolio. PREREQ.: Successful completion of Competency Area I and Step 2.

EDC 731: Understanding and Documenting Young Children's Literacy Development and Concepts of the World Around Them, Birth to Grade 2. 6 hours, 6 credits. Exploration of diverse ways in which infants, toddlers, and young children develop language and literacy and an understanding of basic human needs and human interdependence in family, early care, and school settings. Study of approaches to literacy and the social studies documentation and assessment and instructional strategies, through media and technology as appropriate within an integrated curriculum. Requires work with children, action research, and an academic portfolio. PREREQ.: Successful completion of Competency Area I and Step 2.

EDC 732: Understanding and Documenting Young Children's Concepts of Mathematics and Art, Birth to Grade 2. 6 hours, 6 credits. Exploration of the diverse ways in which infants, toddlers, and young children develop an understanding of mathematical concepts and the appreciation and creation of art in family, early care, and school settings. Study of approaches to formal and informal documenta-tion and assessment of children's development in mathematics and art to insure the continu-us development of problem-solving processes and expression of ideas in both mathematics and art. Construction of meaning through a variety of instructional opportunities which support the intellectual and social development of diverse learners, using appropriate tools from media and technology, concrete materials, drawings and diagrams, analogy and modeling. Requires work with children, action research, and an academic portfolio. PREREQ.: Successful completion of Competency Area I and Step 2.

EDC 733: Understanding and Documenting Young Children's Concepts of the Sciences and Music, Birth to Grade 2. 6 hours, 6 credits. Exploration of the diverse ways in which infants, toddlers, and young children develop an understanding of the sciences and come to appreciate and create music in family, early care, and school settings. Study of approaches to the sciences and music documentation and assessment and instructional strategies, through media and technology as appropriate within an integrated curriculum. Requires work with children, action research, and an academic portfolio. PREREQ.: Successful completion of Competency Area I and Step 2, BIO 150, Chem 136, PHY 135, GEO 166 or equivalent.

EDC 734: Programs and Environments for Infants and Toddler, Birth to 3 Years. 3 hours, 3 credits. Study of five areas of infant and toddler development (physical, cognitive, emotional, social, and language) including children with special developmental needs. Implementation of Developmental Profiles for infants and toddlers as a means for program development and curriculum design for very young children in care. Design of appropriate environments for infants, toddlers, and staff based on health, safety, physical, social, emotional, cognitive, aesthetic, cultural, and family contexts. Examination of caregivers' self-health and professional performance. Observations in infant/toddler settings, action research, use of media and technology, and an academic portfolio. PREREQ.: EDC 721 and EDC 722.

EDC 735: Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2. 3 hours, 3 credits. Study of a theoretical framework for developing skills among teachers to support parental involvement in the education of infants, toddlers, and young children at home, in early care and in school settings. Emphasis on culturally and economically diverse communities and relationships to community organizations. Fieldwork in early childhood settings and community organizations serving diverse populations, action research, and an academic portfolio. PREREQ.: EDC 721 and 722. No student can receive credit for both EDC 735 and EDE 735.

EDC 756: Teacher as Researcher. 3 hours, 3 credits. Continued development and utilization of action research skills appropriate to an area of specialization in early childhood culminating in a potentially publishable article submitted to ERIC, to an appropriate early childhood journal, and to a Lehman in-house publication. PREREQ.: Competency Area II and Step 4. COREQ.: EDC 757. No student can receive credit for both EDC 756 and EDE 756.

* Not expected to be taught in 2002-04.
EDC 757: Ethics and Professionalism in Early Childhood Teaching. 3 hours, 3 credits. Study of early childhood teaching profession, its multiple historical, philosophical, and social foundations. Analysis of teaching practices through the use of self-assessment as a form of evaluation and professional portfolio development. Examination of the purpose and meaning of teaching and the contributions made to the profession through analysis of their own teaching experiences. PREREQ.: Competency Area II and Step 4. COREQ.: EDC 756. No student can receive credit for both EDC 757 and EDC 757.

EDC 770-771: Advanced Studies in the Curriculum I and II. Each 30 hours plus confs., 3 credits. Curriculum content, methods, and materials in early childhood education as related to affective, cognitive, and social development within the early childhood education program. Different curricular areas will be presented for special consideration each semester.

*EDC 773: Parent-Teacher-Child Relationships. 30 hours plus confs., 3 credits. Designed to help those in early childhood and elementary education understand and effectively handle questions arising from parent-child relationships and teacher-parent-child relationships. Readings, case histories, and data drawn from individual experiences will be used to explore the dynamics of the most frequently encountered problems of children in classrooms. Methods will be developed to form constructive relationships with children, parents, and ancillary school or social agency personnel.

EDC 776: Special Studies in Early Childhood Education. 15-45 hours, 1-3 credits. (May be repeated for up to 6 credits with permission of graduate adviser as the topic changes.) Investigation of specific developments, problems, or practices in the field of early childhood education. Topics and credits will vary and be announced each semester.

*EDC 778: Workshop—Teaching as Process in Early Childhood Education. 30 hours plus confs., 3 credits. Providing an understanding of the process of teaching. Analysis of the role of the teacher through an examination of literature, films, and related research. Development of models of teaching: examination and refinement of teaching skills; and examination of the hierarchical functioning of teachers in classrooms, schools, and the community.

EDC 779: Administration and Supervision in Early Childhood Education. 30 hours plus confs., 3 credits. Responsibilities and functions of administrators and supervisors in staff relationships. Agency and community contacts will be analyzed. Personnel, budget, supplies, and inservice training responsibilities related to nursery schools, child-care centers, private schools, and other institutions for young children will be examined.

*EDC 790: Student Teaching Internship for N-III Teachers. Semester field placement and confs., 3 credits. A course in student teaching. This internship will provide for placements at several early childhood levels: family day care, day care, nursery, kindergarten, early childhood centers, and primary grades I-III. Applicants will be required to meet the demands of early childhood personnel. Negative chest x-ray report required.

EDC 781: Supervised Student Teaching, PreK to Grade 2. 300 hours, 4 credits. The student teaching experience will be conducted collaboratively with college, school and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in bilingual/multicultural settings that include students with disabilities and students of different early childhood age/grade levels (preK, K, Grades 1-2) with particular emphasis on the bilingual classroom. Student teachers are required to spend five full days each week in their school placement and two hours each week in a professional development workshop. PREREQ.: EDC 730; EDC 732 or EDC 733 and Step 3. COREQ.: EDC/EDE 483: Student Teaching Seminar.

EDC 783: Student Teaching Seminar. 2 hours, 2 credits. Utilization of the classroom setting as a laboratory; realistic examination of the multi-dimensional issues that reflect the complexities of teaching. Further development of the ability to problem solve, to consider flexible and varied interactions with children, and to reflect so that students develop as competent, qualified, and caring learners/teachers. Analysis and discussion of concerns, fears, and views within a safe, supportive environment. PREREQ.: EDC 730 or EDC 732; EDC 733 in Competency Area II and Step 3. COREQ.: EDC 790; or EDC 781.

EDC 784: Supervised Student Teaching Internship, Birth to Grade 2. 1 credit. Collaboration between college and school partners to provide opportunities for uncertified teachers in classrooms to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices in the teacher’s current setting supervised by college faculty. PREREQ.: Successful completion of 12 credits in Competency II and Step 3. COREQ.: EDC/EDE 783.

*EDC 790: Supervised Student Teaching—PreK to Grade 2. 300 hours, 4 credits. The student teaching experience will be conducted collaboratively with college, school and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in a variety of settings that include culturally diverse populations, students with disabilities and students of different age/grade levels (preK, K, and Grades 1-2). Student teachers are required to spend five full days each week in their school placement and two hours each week in a professional development workshop. PREREQ.: EDC 730; EDC 732 or 733; and Step 3. COREQ.: EDC/EDE 783.

COURSES IN
CHILDHOOD EDUCATION

EDC 510: Schools in a Bilingual/Bicultural Hispanic Community. 3 hours, 3 credits. Analysis of the structure and function of schools in a bilingual/bicultural Hispanic community and the influence of the community on the development of school programs. (English/Spanish)

EDC 512: A Multi-arts Approach to Curriculum Development in the Elementary School with Emphasis on the Hispanic Cultures. 3 hours, 3 credits. An exploration of historic and contemporary Hispanic arts and the development of curriculum units for bilingual/bicultural students.

EDC 611-612: Seminar in Elementary School Teaching I and II. Each 1 hour, 1 credit. ANALYSIS of problems or practices in elementary school teaching. PREREQ.: Open only to matriculants in the Program in Elementary Education who are teaching full time and have no previous courses in elementary education.

EDC 621: Introduction to Teaching Reading in the Elementary School. 3 hours, 3 credits. For students who have never taken a course in the teaching of reading. A study of the reading process and strategies for teaching reading, including language development, reading readiness, word recognition, analysis, and comprehension. Formal and informal measures for assessing pupil needs, organizational and classroom management techniques, instructional approaches, and materials for elementary schools will be examined.
EDE 622: Advanced Methods in Teaching Reading in Elementary School. 3 hours, 3 credits. A study of strategies for teaching reading, including critical thinking and study skills and content area reading. Formal and informal measures for assessing pupil needs, organizational and classroom management techniques, instructional approaches, and materials for the reading experience will be examined. PREREQ.: EDE 630 and 621 and matriculation in the Program in Elementary Education.

*EDE 630: Psychology of Development and Learning in Elementary Education. 3 hours, 3 credits. A beginning course for students who have not taken a course in educational psychology. Study of theories and research regarding development and learning from birth through early adolescence, with application to the elementary classroom. Classroom teaching discussed and evaluated in relation to theories, research, and professional development.

EDE 632: Curriculum Development through the Social Sciences in the Elementary School. 3 hours, 3 credits. Investigation of basic principles of curriculum development in elementary schools, using the content and methodologies of the social sciences to organize social studies instruction. Emphasis on multi-ethnic/multicultural education in a pluralistic society. PREREQ.: EDE 630 (or equivalent).

EDE 640: Teaching Mathematics in the Elementary School. 3 hours, 3 credits. Study of the organization, content, and methods of teaching in elementary mathematics programs. Emphasis on using research results to evaluate critically existing curricula and to organize teaching approaches that lead to the development of problem-solving skills. PREREQ.: Passing grade on Departmental Mathematics Content Exam.

EDE 651: Teaching Science in the Elementary School. 3 hours, 3 credits. Improving the elementary school teacher's cognitive knowledge in the sciences. Helping the teacher utilize concepts suggested by content for the purpose of developing activities and materials suitable for the effective teaching of science as an inquiry process. PREREQ.: EDE 630 (or equivalent).

*EDE/ESC 700: Psychology in Education, Group Dynamics. 3 hours, 3 credits. A laboratory course using here-and-now experiences to study interpersonal perceptions; communication networks; and group decision-making patterns, leadership, and structure. Develop skills in diagnosing and improving group functioning. PREREQ.: Fulltime teaching experience.

*EDE 701: Psychology in Elementary Education, Advanced Educational Psychology. 3 hours, 3 credits. Current psychological theory related to children's basic learning processes. Consideration of multicultural, economic, ethnic, and racial factors in society as they affect classroom learning. Formal and informal approaches to the evaluation of learning as a basis for curriculum decision-making. PREREQ.: Previous course in educational psychology. COREQ.: Currently teaching.

*EDE/ESC 702: Foundations of Education. 3 hours, 3 credits. Analysis, from historical and contemporary perspectives, of education as a social process and social institution in an urban setting. Emphasis on the teacher's role as facilitator of understanding and change with parents, children, and community in multicultural, economic, ethnic, and racial school settings. A minimum of ten hours community field experience is required.

*EDE/ESC 703: School and Community. 3 hours, 3 credits. Analysis, from historical and contemporary perspectives, of education as a social process and social institution in an urban setting. Emphasis on the teacher's role as facilitator of understanding and change with parents, children, and community in multicultural, economic, ethnic, and racial school settings. A minimum of ten hours community field experience is required.

EDE 704: Educational Evaluation. 3 hours, 3 credits. Fundamentals of measurement and statistics for the classroom teacher. Emphasis on the planning, construction, administration, analysis, and evaluation of tests and examinations used by the teacher, including teacher-made and standardized tests. The collection and analysis of data are required.

EDE 705: Project Seminar I. 3 hours, 3 credits. Formulation of research problem by each student. Emphasis on the planning, construction, administration, analysis, and evaluation of tests and examinations used by the teacher, including teacher-made and standardized tests. The collection and analysis of data are required. Formulation of a research problem for the semester and presentation of a research problem for the semester. The collection and analysis of data are required. Formulation of a research problem for the semester and presentation of a research problem for the semester. The collection and analysis of data are required.

EDE 706: Project Seminar II. 3 hours, 3 credits. Completion of the project undertaken in EDE 705, including a written report on the research or curriculum development carried out, results of the work, basis for evaluating the results, and the author's recommendations to others interested in the subject. PREREQ.: EDE 705.

*EDE 707: Introduction to Educational Research I. 3 hours, 3 credits. Formulation of a research problem by each student. Its definition, the method of study appropriate to the problem, recapitulation of pertinent studies, and collection and analysis of data. Students will work individually with a graduate adviser and in small groups. PREREQ.: EDE 704 and instructor's permission.

*EDE 708: Introduction to Educational Research II. 3 hours, 3 credits. Formulation of a research problem by each student. Its definition, the method of study appropriate to the problem, recapitulation of pertinent studies, and collection and analysis of data. Students will work individually with a graduate adviser and in small groups. PREREQ.: EDE 707.

EDE 721: Child Development and Program Design in Childhood Settings, Grades 1 to 6. 3 hours, 3 credits. Study of the integrated factors affecting children's physical, social, emotional, cognitive, language, and aesthetic development. Exposure to developmental theories of child development and learning through multiple technologies. Informal assessment of how children differ in their development and conditions that affect children's development including risk factors, patterns of specific disabilities, cultural and linguistic diversity, and sociocultural and political contexts. Observations in childhood settings with diverse populations, action research, and the development of an academic portfolio. COREQ.: EDE 722. No student can receive credit for both EDE 721 and EDC 721.

EDE 722: Child Development and Program Design in Childhood Settings, Grades 1 to 6. 3 hours, 3 credits. Design, implementation, and assessment of developmentally appropriate programs and instructional practices based on knowledge of the needs and interests of children including those with disabilities and diverse cultural and linguistic backgrounds; as well as on knowledge of the community; of curriculum goals; and of city, state, and national standards. Study of model programs for, and issues related to, programs for children reflecting sociocultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for children and their families. Focus on the health, safety, physical, emotional, social, cognitive, cultural, and aesthetic aspects of programs. Observations in childhood settings with diverse populations, action research, appropriate use of media and technology, development of an academic portfolio. COREQ.: EDE 721. No student can receive credit for both EDE 722 and EDC 722.

* Not expected to be taught in 2002-04.
EDE/EDC 727: Teaching English as a Second Language (PreK to Grade 6). 3 hours. 3 credits. Methods and materials for teaching children whose native language is not English. Focus on how to teach content with an emphasis on English language arts using English as a Second Language methodologies. Attention on addressing the influence of language, cultural and community orientation, and prior schooling experiences on learning in a second language. The course requires work with children in ESL classrooms. PREREQ.: Competency Area I and Step 2; EDC 730/EDE 751 and one of the following: EDC 732/EDE 752 or EDC/EDE 733.

EDE 728: Literature in the Elementary School. 3 hours, 3 credits. A critical survey of the literature available for elementary school children, with special emphasis on the use of such material for enriching a basal reading program and/or serving in an individualized reading program.

EDE 730: Science Instruction in the Elementary School, Advanced Course. 3 hours, 3 credits. A course designed to supplement and extend the elementary school teacher's abilities in science teaching. Includes the detailed planning of several science units. Special attention is given to science demonstrations and laboratory work, including the assembly of apparatus and the presentation of the unit for class discussion. PREREQ.: One year of college laboratory science and a previous course in the teaching of science in the elementary school.

EDE 731: Problems of Coordinating Science Instruction in the Elementary School. 3 hours, 3 credits. A course designed to prepare resource teachers for coordinating sciences in the elementary schools. It will include a study of the objectives and content of elementary science curricula; training in the methods and techniques of elementary science teaching; demonstration and laboratory materials, textbooks, reference books, periodicals, and other teaching aids; the problems of ordering and storing science supplies; the use of audiovisual devices; community resources and the conducting of field trips; participation in science fairs and exhibits; science assemblies; and the evaluation of elementary science teaching. One of the important activities will be setting up grade conferences, workshops, and other types of training programs for teachers.

EDE 732: Curriculum Development in Environmental Education for the Elementary School. 3 hours, including cons. and/or fieldwork, 3 credits. Study of the environment as an integrating theme in the elementary school curriculum. Physical, biological, psychological, and sociological environmental factors; their relationships and interrelationships are considered. Current trends and developments in curriculum, teaching techniques and materials, and community resources will be explored. PREREQ.: One year of a college laboratory science and one course in the social sciences.

EDE 733: Learning and Teaching Science and Music in Childhood Settings, Grades 1 to 6. 6 hours, 6 credits. Exploration of the diverse ways in which children develop an understanding of the sciences and come to appreciate and create music in family, neighborhood, and school settings. Study of the approaches to the sciences and music documentation, and assessment and instructional strategies, through media and technology as appropriate within an integrated curriculum. The course requires work with children in childhood settings with diverse populations, action research, and the development of an academic portfolio. PREREQ.: Competency Area I and Step 2. No student can receive credit for both EDE 733 and EDC 733.

EDE 735: Family, School, and Community Interaction in Childhood Contexts, Grades 1 to 6. 3 hours, 3 credits. Study of a theoretical framework for developing skills among teachers to support parental involvement in the education of children at home and in varied childhood settings. Emphasis on culturally and economically diverse communities and relationships to community organizations. Fieldwork in childhood settings and community organizations serving diverse populations, action research, the appropriate use of media and technology, and the development of an academic portfolio. PREREQ.: EDE 721 and EDE 722. No student can receive credit for both EDE 735 and EDC 735.

EDE 740: Studies in the Teaching of Elementary Mathematics, Advanced Course. 3 hours, 3 credits. Teaching and learning problems in developing mathematical concepts and computational skills in the elementary and intermediate school years. Recent research and new programs in the teaching of elementary school mathematics. PREREQ.: A previous course in methods of teaching mathematics in the elementary school.

EDE 741: Materials and Methods for Mathematics Education. 3 hours, 3 credits. Development and use of mathematics laboratories and multimedia approaches for teaching elementary school mathematics. PREREQ.: EDE 740.

EDE 742: Supervision and Coordination of Elementary School Mathematics. 3 hours, 3 credits. Development of elementary school mathematics program including: the psychology of learning mathematics, testing and evaluation, selection of textbooks and other materials, and problems in supervision. PREREQ.: EDE 740.

**EDE 744: Practicum in Developing Remedial Programs for Children Experiencing Difficulty in Learning Elementary Mathematics.** 3 hours. 3 credits. Using research for designing, implementing, and evaluating remedial elementary mathematics programs for children with specific difficulties in learning mathematics. PRE- or COREQ.: EDE 743.

**EDE 750: Studies in the Teaching of Elementary Social Studies, Advanced Course.** 3 hours, 3 credits. Teaching and learning problems in social studies programs in the elementary school. Recent research and new curricula in elementary social studies.

**EDE 751: Learning and Teaching Literacy and the Social Studies in Bilingual/Bicultural Childhood Settings, Grades 1 to 6.** 6 hours, 6 credits. Exploration in the diverse ways that bilingual, bicultural children develop language and literacy and an understanding of basic human needs and human interdependence in family, neighborhood, and school settings. Study of approaches to literacy and social studies documentation, and assessment and instructional strategies, in both native and second languages through media and technology as appropriate within an integrated curriculum. Requires work with children in childhood bilingual settings, action research, and development of an academic portfolio. PREREQ.: Competency Area I and Step 2. No student can receive credit for both EDE 751 and EDC 730.

**EDE 752: Literacy and the Social Studies in Childhood Settings, Grades 1 to 6.** 6 hours, 6 credits. Exploration of the diverse ways in which children develop language and literacy and an understanding of basic human needs and human interdependence in family, neighborhood, and school settings. Study of approaches to literacy and social studies documentation, and assessment and instructional strategies, through media and technology as appropriate within an integrated curriculum. Requires work with children in childhood bilingual settings, action research, and development of an academic portfolio. PREREQ.: Competency Area I and Step 2. No student can receive credit for both EDE 752 and EDC 731.

**EDE 753: Mathematics and Art in Childhood Settings, Grades 1 to 6.** 6 hours, 6 credits. Exploration of the diverse ways in which children develop an understanding of mathematical concepts and the appreciation of art in family, neighborhood, and school settings. Study of approaches to mathematics assessment and documentation of children's development in mathematics and art to insure the continuous development of problem-solving processes and expression of ideas in both mathematics and art. Construction of meaning through instructional opportunities that support the intellectual and social development of diverse learners, using appropriate tools from media and technology, concrete materials, drawings, and diagrams, analog and modeling. Course requires work with children in childhood settings with diverse populations, action research, and the development of an academic portfolio. PREREQ.: Competency Area I and Step 2. No student can receive credit for both EDE 753 and EDC 732.

**EDE 755: Advanced Methods of Teaching Music in the Elementary School.** 3 hours, 3 credits. Development of techniques for teaching sight reading, part-singing, musical improvisation and composition, musical notation, and composition of songs. Establishment of a class performance ensemble and development of assembly programs based on the maturational level and interests of the students. PRE- or COREQ.: Preadmission to the M.A.T. program in music education; or permission of the graduate adviser in Music Education.

**EDE 756: Teacher as Researcher.** 3 hours, 3 credits. Continued development and utilization of action research skills appropriate to a particular area of specialization in childhood culminating in a potentially publishable article submitted to ERIC, to an appropriate childhood journal, and to a Lehman in-house publication. PREREQ.: Competency Area II and Step 4. COREQ.: EDE 757. No student can receive credit for both EDE 756 and EDC 756.

**EDE 757: Ethics and Professionalism in Childhood Teaching.** 3 hours, 3 credits. Study of the childhood teaching profession, its multiple historical, philosophical and social foundations. Analysis of teaching practices through the use of self-assessment as a form of evaluation and professional portfolio development. Examination of the purpose and meaning of teaching and the contributions made to the profession through analysis of their own teaching experiences. PREREQ.: Competency Area II and Step 4; COREQ.: EDE 756. No student can receive credit for both EDE 757 and EDC 757.

**EDE 760: Second-Language Learning and Teaching in Elementary School.** 3 hours, 3 credits. The psychological principles of second-language learning and their application to teaching in the elementary school, with emphasis on the language development of preadolescent school children. PREREQ.: One course in educational psychology.

**EDE 761: Teaching English as a Second Language in Elementary School.** 3 hours, 3 credits. Implications of the nature of language for the teaching of English to elementary school children who are non-native speakers. The development and evaluation of audio-lingual skills, reading, and writing, with emphasis on the phonology, structure, and vocabulary of the language. Interrelationships of language and culture. Organization and selection of learning materials suitable for elementary school.

**EDE 762-763: Workshop in the Teaching of Foreign Languages in the Elementary Schools I and II.** Each 3 hours, 3 credits. Consideration of the objectives, materials, and methods in the teaching of foreign languages to elementary school children through the study of existing literature. Discussion of problems relating to the integration of foreign language with the total school curriculum. II. Practice in the preparation of materials and the development of methods suitable to the participant's school situation. PREREQ.: Employment as a teacher and methods of elementary education.

**EDE 764: Mainstreaming in the Elementary Classroom.** 3 hours, 3 credits. Curriculum planning and management of programs for exceptional children in N-VI classroom settings. Analyzing student needs, designing goals, program planning, and testing, with emphasis on mainstreaming and implementation of individualized education programs in a self-contained classroom. PREREQ.: One course in educational psychology and 6 credits in elementary education method courses.

**EDE 765: Aesthetic Education in the Elementary School.** 3 hours, 3 credits. Development of perceptual awareness of works of art and events in the art world: art, music, dance/movement, drama, and nature-made environment (reacting to, appreciating, and evaluating). Exploration of approaches for incorporating aesthetic education in elementary school curricula.

**EDE 766: Education Workshop for Teachers of Children of Puerto Rican Origin in the Elementary School.** 3 hours, 3 credits. A workshop to help elementary school teachers deal with the situations and problems arising in their actual school experiences. Emphasis will be on the preparation, demonstration, and discussion of instructional materials needed for developing communication skills and orientation concepts in newcomers of Puerto Rican origin within the existing organizational and curricular patterns of the elementary school. PREREQ.: Employment as a teacher and a course in methods of teaching in elementary school.

*Not expected to be taught in 2002-04.*

**EARLY CHILDHOOD AND CHILDHOOD EDUCATION** 45


*EDE 770: Quantitative Methods. 3 hours, 3 credits. Descriptive and inferential statistics: elementary probability theory, psychological and educational variables, the nature and logic of quantitative observations, data reduction and graphic presentation, statistical computations, and tests of hypotheses and correlational analysis.

*EDE 772: Educational Tests and Measurements for Elementary School. 3 hours, 3 credits. Systematic introductory course for graduate students. The fundamentals of interpreting elementary school test scores. The writing of objective test items for elementary school, methods of evaluating tests for use in the elementary classroom, and up-to-date instruments for testing aptitude and achievement in elementary students. PREREQ.: Course in educational psychology or human development.

*EDE 775: Problems of Elementary Education in Metropolitan Areas. 3 hours, 3 credits. Social structures of urban life and their impact on the problems and future forms of the urban elementary school. Critical examination from a variety of viewpoints of major issues, arising from urbanization, in curriculum, methods, pupil achievement, and organization of the elementary school. PREREQ.: One course in educational foundations.

EDE 776: Special Studies in Elementary Education. 1-3 hours, 1-3 credits. (May be repeated for up to 6 credits with permission of graduate adviser as the topic changes.) Investigation of specific developments, problems, or practices in the field of elementary education. Topics and credits will vary and be announced each semester. PREREQ.: Permission of graduate adviser.

EDE 777: Using the Computer in the Classroom. 3 hours, 3 credits. Exploration of the uses of the computer within the elementary school curriculum, including computer-assisted and computer-managed instruction, word processing, file handling, simulation, and inference testing. Instruction-enhancing use of commercial and teacher-developed materials. PREREQ.: EDE 630 (or equivalent) and at least 6 credits in elementary school teaching methods courses.

*EDE/EESC 780: Comparative Education. 3 hours, 3 credits. Comparative study of school organization, curricular practices, and contemporary educational problems in selected foreign countries. Special attention will be given to the study of issues that have crosscultural dimensions.

*EDE/ESC 781: Advanced Studies in Comparative and International Education. 3 hours, 3 credits. Intensive and specialized studies in selected systems of education using appropriate methodologies in comparative education. Review and evaluation of the work of bilateral and international technical assistance for educational development. PREREQ.: EDE (ESC) 780 or instructor's permission.

EDE 782: Supervised Student Teaching in Bilingual Classrooms, Grades 1 to 6. 300 hours, 4 credits. The student teaching experience will be conducted collaboratively with college, school and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in bilingual/multicultural settings that include students with disabilities and students of different childhood age/grade levels (grades 1 to 6) with particular emphasis on the bilingual classroom. Student teachers are required to spend five full days each week in their school placement and two hours each week in a professional development workshop. PREREQ.: EDE 751; EDE 753 or EDE 733 and Step 4; COREQ.: EDC/EDE 483.

EDE/EDC 783: Student Teaching Seminar. 2 hours, 2 credits. Utilization of the classroom setting as laboratory; realistic examination of the multidimensional issues that reflect the complexities of teaching. Further development of the ability to problem solve, to consider flexible and varied interactions with children, and to reflect so that students develop as competent, qualified, and caring learner/teachers. Analysis and discussion of concerns, fears, views within a safe, supportive environment. PREREQ.: EDC 730/EDE 751 or EDC 731/EDE 752; EDC 732/EDE 753 or ECE/EDE 733 in Competency Area II and Step 3. COREQ.: EDC 781, EDC 790, EDE 795, or EDE 782.

EDE 784: Supervised Student Teaching Internship, Grades 1-6. 1 credit. Collaboration between college and school partners to provide opportunities for uncertified teachers in the classroom to continue to establish best professional practices developed in the certification sequence and successfully evaluate the outcomes of those practices in the teachers' current setting supervised by college faculty. PREREQ.: successful completion of 12 credits in Competency II and step 3. COREQ.: EDC/EDE 783.

*EDE 788: Fundamentals of Curriculum Development. 3 hours, 3 credits. Introduction to the philosophy, psychology, and theory underlying a variety of approaches to the curriculum in the elementary school (N-VI). Analysis of curriculum in different subject areas using a variety of models. PREREQ.: EDE 701.

EDE 789: Workshops in Curriculum Design. 1-3 hours, 1-3 credits. (May be repeated for credit, with the graduate adviser's permission, when the topic changes.) Theoretical and practical approaches to design of curricula in early childhood and elementary education. NOTE: Curriculum areas announced each semester.

*EDE 791: Seminar in Problems of Elementary Education. 3 hours, 3 credits. Seminar on problems of curriculum design and organization in early childhood and elementary education, with emphasis on issues arising in actual teaching experience. PREREQ.: Fulltime teaching experience.

*EDE 792: Developing In-Service Programs for Early Childhood and Elementary Education. 3 hours and fieldwork, 3 credits. Planning, organizing, implementing, and evaluating training programs in schools, districts, and municipalities. Students will carry out field assignments. PREREQ.: Teaching experience and chair's permission.

EDE 793: Curriculum Planning and Management for Elementary Education. 3 hours, 3 credits. A course in planning and managing curriculum for entire schools or school districts. Analyzing student needs, defining goals, organizing sequences for instruction, and evaluating curriculum coordination and leadership. PREREQ.: Teaching experience and chair's permission.

EDE 795: Supervised Student Teaching, Grades 1 to 6, 4 hours, 4 credits. The student teaching experience will be conducted collaboratively with college, school and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the certification sequence and successfully evaluate the outcomes of those practices. The clinical experience...
will take place in multicultural settings that include students with disabilities and students of different childhood age/grade levels (grades 1 to 6). Student teachers are required to spend five full days each week in their school placement and two hours each week in a professional development workshop. PREREQ.: EDE 752; EDE 753 or EDE 733 and Step 4; COREQ.: EDC/EDE 483.

*ED 796, 797, 798: Advanced Student-Teaching Internship in Elementary School. A minimum of 6 semester hours, 2 credits. An advanced course in student teaching in the elementary school, with an opportunity for increased participation in teaching and other school activity. Applicants will be required to meet acceptable standards of health, character, and personality and to demonstrate a command of English, both written and oral, to meet the demands of the teacher’s calling. PREREQ.: A course in student teaching in the elementary school equivalent to the requirement in the Lehman College Four-Year Teacher Education Program; or, for students in the curriculum for Teachers of Speech Improvement, a course in clinical practice for speech correction.

SPE 703: Language and Linguistics. 3 hours, 3 credits. Introduction to the scientific study of language with attention to the major components of linguistic theory: phonetics, phonology, morphology, syntax, semantics, pragmatics, psycholinguistics, and sociolinguistics. This course places emphasis on the multicultural and multilingualic differences in the analysis and application of linguistic theory.

**Middle and High School Education**

Chair: David Fletcher (Carman Hall, Room B29)

Department Faculty: Professors: Herminio Martinez, Stanley F. Taback; Associate Professors: Nathan Avani, Russell P. Brashaw, Morris Gross, Thomas Ihde; Assistant Professors: Fernando Espinoza, David Fletcher, Heather Sloan, Joye Smith

Coordinators (Carman Hall, Room B29): Russell Bradshaw, Social Studies Education; Fernando Espinoza and Heather Sloan, Science Education; David Fletcher, English Education; Thomas Ihde, Foreign Language Education; Joye Smith, Bilingual Education and Teaching English to Speakers of Other Languages (TESOL); Stanley F. Taback, Mathematics Education. Business and Technology Education: See Department chair.

For advisement about teacher certification in these and other areas, check with the Division Certification Officer (Carman Hall, Room B33).

The Department of Middle and High School Education offers the following programs described below:

- M.S.Ed. in Business and Technology Education
- M.S.Ed. in English Education
- M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL)

Advanced Certificate: TESOL

M.S.Ed. in Mathematics Education (7–12)

M.S. Ed. in Science Education

M.A. for Secondary School Teachers of Social Studies

Advanced Certificate: Bilingual Extension (Birth–Grade 12)

Students interested in obtaining a master’s degree in other secondary-school certification areas should also consult information contained within this bulletin under the relevant department(s) and meet with an adviser in the Department of Middle and High School Education.

Middle and High School Education programs engage students in work that relates to their experiences as classroom teachers and expand their horizons to new opportunities in their schools and districts. The programs provide both theory and hands-on techniques for instruction and classroom management.

An experiential, problem-solving approach to instruction combines time-honored methods with the latest technologies for building broad, transferable personal and occupational skills. Programs provide a background in theories of learning, the social and philosophical foundations of education, curriculum design, methods of teaching, and research techniques critical for all teachers.
M.S. ED. PROGRAM IN BUSINESS AND TECHNOLOGY EDUCATION*

This program leads to a master's degree in Business and Technology Education. It can also provide initial certification in teaching business and marketing subjects. Upon completion of additional requirements, candidates will be eligible to receive New York State professional certification to teach business and marketing subjects. The M.S. Ed. program in Business and Technology Education is designed for two groups of students:

Sequence 1 (33-36 credits). Holders of bachelor's degrees who majored in an area of business who are seeking initial certification as teachers of business and marketing.

Sequence 2 (30 credits). Holders of bachelor's degrees who majored in an area of business and are seeking a master's degree but not certification. Students in this sequence may wish to teach in adult learning settings such as private business schools, community colleges, and training institutes.

Admission Requirements

- A bachelor's degree or equivalent from an accredited college or university with a major in business and marketing or its equivalent and an overall index of 2.7 or better.
- Business and technology coursework to include at least one course from 6 of the following areas: Accounting, Business Law, Career Development, Communications, Computer, Economics, Entrepreneurship, Information Systems, International Business, Internships of Business Functions, Marketing, and Management; with an overall index of 3.0 or better in business and technology courses.
- Submit scores on the New York State Liberal Arts and Sciences Test (LAST).
- Two letters of recommendation, at least one from a college or university instructor of business, technology, and marketing.
- Personal interview.

Degree Requirements

All courses must be selected in consultation with and on the approval of an adviser in business and technology education. All students will complete the 30-credit program listed below. Sequence 1 students will complete the basic program plus student teaching or its equivalent: ESC 595 (3) or ESC 596 (6).

OVERVIEW OF THE PROGRAM

The basic, 30-credit curriculum, in three instructional modules, is as follows:

I. Core Education Sequence (15 credits): ESC 501 (3), ESC 502 (3), ESC 520 (3), ESC 529 (3), ESC 536 (3)

II. Research or Curriculum Development (15 credits)

Students follow either the research sequence (A) or the curriculum sequence (B).

Research Sequence A (15 credits)

Advanced Pedagogical Sequence (choose 9 from the following): ESC 722 (3), ESC 782 (3), ESC 788 (3), ESC 790 (3)

Plus each of the following (6 credits): ESC 705 (1), ESC 706 (2), ESC 707 (3)

Curriculum Sequence B (total 15 credits)

Advanced Pedagogical Content (12 credits): ESC 772 (3), ESC 782 (3), ESC 788 (3), ESC 790 (3)

Plus the following (3 credits): ESC 789 (3)

III. Internship or Student Teaching (for students in Sequence 1 and working toward teacher certification) (3-6 credits): ESC 595 (3) or ESC 596 (6)

M. S. ED. PROGRAM IN ENGLISH EDUCATION

The graduate program for English teachers leads to a Master of Science in Education degree. The program is registered with New York State and leads to initial and professional certification as a Teacher of English: Grades 7-12, provided all other requirements have been satisfied.

The graduate program in English Education is based on the belief that literacy is a basic right of every student and that the ability to communicate well is necessary to live productively and imaginatively in our global society. The program is committed to (a) sensitivity to thought, language, and literature; (b) an educated imagination; and (c) that an understanding of the cultures in which we live are essential to the life of the mind and the spirit.

Program graduates teach in public and private middle schools, high schools, and community colleges. A significant number have enrolled in doctoral programs in English Education.

Admission Requirements

- A bachelor's degree or equivalent from an accredited college or university with a minimum index of 3.0 in English or related area.
- Submit scores on the New York State Liberal Arts and Sciences Test (LAST).
- A 500-word essay outlining career goals.
- 2-3 letters of recommendation.
- An individual interview.

If conditionally admitted, make up course work starting in the first semester and finishing in no more than three consecutive semesters.

Degree Requirements

(1) A minimum of 36 credits of prescribed coursework. (2) 3-6 credits of supervised fieldwork. (3) Master's thesis. (4) Maintain a B average.

OVERVIEW OF THE PROGRAM

Please note: Prospective students are advised that the current program is subject to revision. Consult with a program adviser.

Students must successfully complete the following 36-45 credit program. The total number of credits will be determined by previous coursework and prior teaching experience. All courses must be selected in consultation with, and upon the approval of, an adviser in English Education.

Core Education (15-18 credits): ESC 501 (3), ESC 502 (3), ESC 529 (3), ESC 522 (3), ESC 595 (3) or ESC 596 (6)

Teaching of English (6-9 credits): EDR 703 (3) or EDR 753 (3), ESC 720 (3), ESC 721 (3), ESC 722 (3), ESC 724 (3), ESC 725 (3), ESC 730 (3)

English Electives (9-12 credits)

Consult with the Graduate English adviser for the appropriate course(s) to satisfy this requirement.

Research (6 credits): ESC 705 (1), ESC 706 (2), ESC 707 (3)
M.S. ED. PROGRAM IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

The Master of Science in Education degree in Teaching English to Speakers of Other Languages (TESOL) provides initial New York State certification in English to speakers of other languages (ESOL) for teachers (birth to grade 12) or additional ESOL certification for those who are already certified. Program graduates can also obtain professional certification in ESOL upon completion of additional requirements.

Applicants for this degree include:
- **Sequence 1 (33 credits)**: Those who already have State certification and seek additional certification as teachers of ESOL (B-12).
- **Sequence 2 (39-42 credits)**: Liberal arts and sciences graduates who lack education courses and seek initial ESOL certification (B-12).
- **Sequence 3 (33-36 credits)**: Teachers and prospective teachers of adult education and others who desire advanced study in TESOL but are not seeking birth-grade 12 certification.

Lehman’s graduate programs in TESOL are designed to (a) ground students in the linguistic and pedagogical foundations of teaching English to speakers of other languages, (b) provide training in teaching methods that are up-to-date, relevant, communication-based, and supportive of the development of cognitive and academic skills, and (c) prepare teachers who are sensitive to the students’ first language and ethnic culture and history, who strive to help students become fully bilingual, and who have high expectations for all students.

**Admission Requirements**

- A bachelor’s degree or its equivalent from an accredited college or university that meets New York State requirements for a general education core in the liberal arts and sciences. This degree shall include at least 6 credits in English literature.
- Submission of scores on the NYS English Language Proficiency Assessment for Classroom Personnel (ELPA-C).
- For Sequence 1: NYS teacher certification.
- For Sequence 2: Submission of scores on the NYS Liberal Arts and Sciences Test (LAST).
- Demonstrate the ability to successfully pursue graduate study with an undergraduate index of B (3.0) or a master’s degree.
- Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.

- Two letters of recommendation and a 500-word essay on career goals.
- Participation in an interview that requires producing a writing sample in English or a score of at least 55 on a Test of Spoken English (TSE) if the applicant resides abroad and cannot participate in an interview.
- A paper-based TOEFL score of at least 600 and a Test of Written English (TWE) score of at least 6, or computer-based TOEFL score of at least 250, or evidence of a master’s degree earned in English, if the undergraduate degree was earned in a language other than English.
- Satisfy appropriate voice, speech, and health standards.
- Meet additional departmental and divisional admission requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

**Degree Requirements**

Students must consult with a TESOL adviser before starting the program to plan their first semester. They are required to plan their graduate program, selecting from Sequence 1 (33 credits), Sequence 2 (39-42 credits), or Sequence 3 (33-36 credits).

Recommendation for initial certification in TESOL (birth-grade 12) requires (a) completion of the master’s (Sequence 2) with a cumulative index of 3.0 or better, and (b) passing scores on the New York State LAST, ATS-W, ESOL, and ELPA-C certification examinations.

To qualify for professional certification in ESOL, in addition to the master’s degree (Sequences 1 and 2), teachers must complete one year of mentored, fulltime teaching and two years of fulltime teaching in a public or private school that serves birth-grade 12, and meet any additional New York State requirements.

**OVERVIEW OF THE PROGRAM**

**SEQUENCE 1 (33 CREDITS)**

Language Education (12 credits): SPE 703 (3), ESC 725 (3), ESC 759 (3), ESC 760 (3)

Cultural Perspectives (3 credits): ESC 769 (3)

Methods, Materials, and Evaluation (9 credits):
EDC/EDE 727 (3), ESC 761 (3), ESC 766 (3)

Practicum (3 credits): ESC 797 (3)

Research (6 credits), culminates in an approved master’s project: ESC 705 (3), ESC 706 (2), ESC 707 (3)

**SEQUENCE 2 (39-42 CREDITS)**

General Education (6 credits): ESC 501 (3)

Language Education (12 credits): SPE 703 (3), ESC 725 (3), ESC 759 (3), ESC 760 Teaching (3)

Cultural Perspectives (3 credits): ESC 769 (3)

Methods, Materials, and Evaluation (9 credits):
EDC/EDE 727 (3), ESC 761 (3), ESC 766 (3)

Practicum (3-6 credits): ESC 797 (3-6)

Research (6 credits), culminates in an approved master’s project: ESC 705 (1), ESC 706 (2), ESC 707 (3)

**SEQUENCE 3 (33-36 CREDITS)**

General Education (6 credits): ESC 501 (3), ESC 502 (3)

Language Education (9 credits): SPE 703 (3), ESC 725 (3), ESC 760 (3)

Cultural Perspectives (3 credits): ESC 769 (3)

Methods, Materials, and Evaluation (6 credits):
ESC 761 (3), ESC 766 (3)

Practicum (3-6 credits): ESC 797 (3-6)

Research (6 credits), culminates in an approved master’s project: ESC 705 (1), ESC 706 (2), ESC 707 (3)

**ADVANCED CERTIFICATE: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**

This program is designed for students who already have a master’s degree, who possess New York State teacher certification, and who seek additional New York State certification in teaching English to speakers of other languages (TESOL) Birth-grade 12.

**Admission Requirements**

- A bachelor’s degree (or its equivalent) from an accredited college or university which meets the State requirements for a general education core in the liberal arts and sciences. This degree shall include a minimum of 6 credits in English literature.
- New York State teacher certification.
- A master’s degree appropriate for New York State professional certification.
- Demonstrate the study of a language other than English (12 credits) or an equivalent experience.
- The study of cultural perspectives of one or more ESL populations (at least 3 credits).
- Two (2) letters of recommendation and a 500-word essay on career goals.
Certificate Requirements

Students must consult with an adviser in the TESOL program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a TESOL adviser. All students must complete the 24-credit curriculum below.

In order to be recommended for certification, candidates must complete the Advanced Certificate: TESOL with a cumulative index of 3.0 or better, present passing scores on the English Language Proficiency Examination for Classroom Personnel (ELPA-C) and the ESOL content area examination, and meet any additional New York State requirements.

Curriculum

The 24-credit certificate curriculum consists of three instructional areas.

Language Education (12): SPE 703 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3)

Methods, Materials, and Evaluation (9): EDC/EDE 727 (3), ESC 761 (3), and ESC 766 (3)

Practicum (3): ESC 797 (3)

M.S. ED. PROGRAM IN MATHEMATICS EDUCATION (7-12)

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification as a Mathematics Teacher: Grades 7–12, provided all other requirements have been satisfied.

Admission Requirements

- A bachelor's degree or equivalent from an accredited college or university with an overall index of 2.7 or better.
- Mathematics coursework to include Calculus I and II, Intermediate Calculus, Linear Algebra, and Modern Algebra, with an index of 2.7 or better in all mathematics courses taken.
- Submission of scores on New York State's Liberal Arts and Sciences Test (LAST) and Content Specialty Test (CST) in Mathematics.
- Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.
- A 500-word essay on career goals.
- A personal interview.
- Make-up requirements, if conditionally admitted, must start in the first semester and finish in no more than three consecutive semesters.

Degree Requirements

1. 39 credits of prescribed coursework.
2. 3-6 credits of supervised fieldwork.
3. A comprehensive examination or research project.

Overview of the Program

Students must successfully complete:

15 credits in Core Education Courses, including 3 credits of supervised fieldwork.
12 credits in advanced pedagogical content in mathematics.
15 credits in mathematics.

Students who lack full time experience as a mathematics teacher in grades 7–12 prior to completion of the program must register for 6 credits of supervised student teaching in lieu of the fieldwork requirement.

A comprehensive written examination or research project is required after all coursework has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related coursework.

Core Education Courses (15-18 credits)
ESC 501 (3), ESC 502 (3), ESC 529 (3), ESC 532 (3), ESC 595 (3) or ESC 596 (6)

Advanced Pedagogical Content in Mathematics Education (12 credits)
ESC 740 (3), ESC 742 (3), ESC 748 (3), ESC 749 (3)

Mathematics (15 credits)
MAT 601 (3), MAT 604 (3), MAT 637 (4), MAT 655 (2), Elective (3)

Culminating Experience (0-3 credits)
Research project or comprehensive examination. Students who elect to write a thesis must enroll in ESC 707 Project Seminar (3)

M.S. ED. PROGRAM IN SCIENCE EDUCATION

The graduate program for Science teachers leads to a Master of Science in Education Degree. Registered in New York State, the program leads to initial and professional certification as a Science Teacher: Grades 7–12, provided all other requirements have been satisfied.

The program is based on the belief that future citizens must be science-and-technology literate. Science teachers must be able to create an atmosphere that fosters problem-solving and encourages participation. The effective science teacher is a skilful manager of learning resources with the ability to accommodate various styles of learning.

Admission Requirements

- A bachelor's degree or equivalent from an accredited college or university with an overall index of 3.0 or better.
- Demonstrated ability to pursue graduate study successfully including above average achievement in academic work and in the teaching specialization.
- Sequence 1: Undergraduate science major or the equivalent and ESC 301: Psychological Foundations of Middle and High School Education or the equivalent.
- Sequence 2: At least 36 credits in chemistry, biology, physics, or geology. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework based on the evaluation of their credentials by an adviser in the science education program.
- Satisfy appropriate voice, speech, and health standards.
- Two to three letters of recommendation, at least one of which is from a college or university science instructor.

Degree Requirements

1. 33-48 credits of course work.
2. Completion of a major paper.
4. Receive favorable recommendations by faculty members.

OVERVIEW OF THE PROGRAM

Note: The current program is subject to revision. Consult with a program adviser.
The Master of Arts degree program in Social Studies is registered with New York State and leads to initial and professional certification as a Teacher of Social Studies: Grades 7-12, provided all other requirements have been met.

Teaching social studies is more important than ever before, particularly in the large urban school systems with multicultural student populations. The goal of Lehman’s social studies program is to produce reflective, competent, and concerned citizens. This program emphasizes the interrelationship between thinking, skillful action, and feeling—since all are vital for the development of future citizens.

Entrance Requirements

- A bachelor’s degree or equivalent from an accredited college or university with an index of 3.0 in the undergraduate major and a cumulative index of 2.7 in undergraduate work.
- An interview with the Social Studies program coordinator. (Schedule with the department.)
- Make up, if conditionally accepted, not more than 12 credits of specified prerequisite course work and/or any other deficiencies, starting in the first semester and finishing in not more than three consecutive semesters. Uncertified candidates must have submitted passing scores to the coordinator prior to enrolling in ESC 534.
- Two letters of recommendation.
- A 500-word essay on career goals.
- Any additional state, college, and departmental requirements.

Degree Requirements

1. Complete all prerequisites or conditions for admission to and matriculation in the program.
2. Complete all degree requirements, including educational core courses and any additional requirements including pedagogical, content area, and/or distribution courses, with a 3.0 or better index. Students applying for New York State teacher certification should consult the adviser.

OVERVIEW OF THE PROGRAM

During the first semester of matriculation, students must meet with a graduate coordinator in Social Studies to plan their graduate program. To be eligible for the Master of Arts degree in Social Studies, students must complete the following:

- A total of 12 graduate credits (or equivalent) in Core Education sequence: ESC 501 (3), ESC 502 (3), ESC 519 (3), ESC 529: Language, Literacy, and Education Technology (3) and ESC 595 (3) or ESC 596 (6)
- Research and Culmination Projects (6 credits): ESC 705 (1) (Taken concurrently with ESC 706), ESC 706 (2), ESC 707: Project Seminar. Students who already hold a master’s degree and have completed a research project as a degree requirement may take a comprehensive examination and substitute 3 credits of electives for ESC 707 with the approval of the graduate adviser.
- Science Electives (12 credits): Students must consult with a Science Education program adviser for appropriate courses to satisfy this requirement.

M.A. PROGRAM IN
SOCIAL STUDIES EDUCATION

Students must consult with a Science Education adviser before starting their master’s program and must plan their program with the adviser during their first semester. Students must complete one of the two sequences outlined below.

SEQUENCE 1 (33-36 credits)
Core Education (3-6 credits): ESC 519 (3) and/or ESC 529 (3)
Curriculum and Instruction (12 credits): Selected from ESC 755 (3), ESC 767 (3), ESC 770 (3 cr), ESC 788 (3), ESC 790 (3)
Research and Culmination Projects (6 credits): ESC 705 (1), (Taken concurrently with ESC 706), ESC 706 (2), ESC 707: Project Seminar. Students who already hold a master’s degree and have completed a research project as a degree requirement may take a comprehensive examination and substitute 3 credits of electives for ESC 707 with the approval of the graduate adviser.
Science Electives (12 credits): Students must consult with a Science Education program adviser for appropriate courses to satisfy this requirement.

SEQUENCE 2 (42-48 credits)
Core Education (3-6 credits): ESC 501 (3), ESC 502 (3), ESC 519 (3), ESC 529: Language, Literacy, and Education Technology (3) and ESC 595 (3) or ESC 596 (6)
Curriculum and Instruction (12 credits): Selected from ESC 755, ESC 767 (3), ESC 770 (3), ESC 788 (3), ESC 790 (3)
Research and Culmination Projects (6 credits): ESC 705 (1) taken concurrently with ESC 706, ESC 706 (2), ESC 707: Project Seminar. See NOTE ABOVE.
Science Electives (12 credits): Consult with the Science Education adviser for appropriate courses to satisfy this requirement.

ADVANCED CERTIFICATE: BILINGUAL EXTENSION

The Bilingual Extension program is designed to ground students in the linguistic and pedagogical foundations of bilingual education. Training is provided in the teaching of methods that are up-to-date, relevant, communication-based, and supportive of cognitive/academic skills development in two languages. Lehman emphasizes the importance of preparing teachers who are sensitive to a student’s first language and ethnic culture and history, who strive to help students become fully bilingual, and who have high expectations for all students.

The Advanced Certificate: Bilingual Extension is offered to teachers who already have their New York State certification in one of the areas listed in Sequences 1 and 2 below. This allows them to teach subjects in the native language as well as English.

Applicants may include: Sequence 1 (18 credits). Those seeking a bilingual extension to certification in early childhood education, childhood education, literacy (B-6), or teaching children with disabilities at the early childhood or childhood levels. Sequence 2 (15 credits). Those seeking a bilingual extension to certification in middle childhood education, adolescence education, literacy (Grades 5-12), or teaching children with disabilities at the middle childhood or adolescence education level.
Admission Requirements

- A bachelor’s degree or equivalent from an accredited college or university.
- Sequence 1: NYS certification in early childhood education, childhood education, literacy (B-6), or teaching children with disabilities at the early childhood or childhood level.
- Sequence 2: NYS certification in middle childhood education, adolescence education, literacy (Grades 5-12), or teaching children with disabilities in the middle childhood or adolescence education level.
- Demonstrate an ability to pursue graduate study successfully by having an undergraduate index of B or a master’s degree.
- Demonstrate the study of a language and culture other than English (12 credits) or equivalent experience.
- One letter of recommendation.
- Participation in an interview that requires producing a writing sample in English and in the native language.
- Submit scores on the NYS English Language Proficiency Assessment for Classroom Personnel (ELPA-C) and the Target Language Proficiency Assessment (TLPA).
- Satisfy appropriate voice, speech, and hearing standards, and any additional departmental requirements.
- Meet requirements, if conditionally admitted, starting in the first semester and finishing in no more than three consecutive semesters.

Certificate Requirements

Students must consult with an adviser in the Advanced Certificate: Bilingual Extension program before beginning their studies. During their first semester, matriculated students are required to plan their graduate program with the adviser. To successfully complete the program, students must complete the curriculum as outlined below for Sequence 1 (18 credits) or Sequence 2 (15 credits).

New York State also requires candidates for the bilingual extension to pass the English Language Proficiency Assessment for Classroom Personnel (ELPA-C) and the Target Language Proficiency Assessment (TLPA). We expect our students to pass these exams before completing 9 program credits or the first semester of matriculation.

OVERVIEW OF THE PROGRAM

Sequence 1 (18 credits)

1. Core Bilingual Education Courses (9 credits):
SPE 703 (3), ESC 759 (3), ESC 769 (or another course in cultural perspectives selected in consultation with the adviser)
2. Additional Requirements (9 credits): EDE 751 (6), EDE 727 (3)
Sequence 2 (15 credits)

1. Core Bilingual Education Courses (9 credits):
SPE 703 (3), ESC 759 (3), ESC 769 (or another course in cultural perspectives selected in consultation with the adviser)
2. Additional Requirements (6 credits): ESC 761 (3), ESC 763 (3)

COURSES IN MIDDLE AND HIGH SCHOOL EDUCATION

ESC 501: Psychological Foundations of Education. 3 hours, 3 credits. (closed to students who have taken ESC 301 or equivalent.) Cognitive and emotional development from childhood through adolescence; learning theories; measurement and evaluation; inclusion of special student populations, and uses of relevant technology and software. Theories and research findings will be discussed in relation to classroom observations. Students will be responsible for assigned readings, lectures, class discussions and field experiences.

ESC 502: Social Foundations of Education: A Multicultural Perspective. 3 hours, 3 credits. Study of the historical development of education and schools within the context of various communities and families. Emphasis on the school as a sociocultural institution: issues of equity and bias, and the contributions of the major racial and ethnic groups, especially in New York City schools. Presentation of relevant technology and software.

ESC 509: Instructional Practices Across the Curriculum. 3 hours, 3 credits. Principles, approaches, and strategies across the curriculum for teaching middle and secondary-level students. PREREQ.: ESC 501 or the equivalent course in psychological foundations of education. NOTE: May not be taken to fulfill the requirement of ESC 519-ESC 536.

ESC 519: Teaching Science in Middle and High School. 3 hours, 3 credits. Research and practice in the teaching of science at the secondary school level. A focus on inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and development of science literacy with an emphasis on the teacher-as-learner. Includes field experience. PREREQ.: ESC 501 or the equivalent course in psychological foundations of education; a 3.0 GPA overall; and department permission.

ESC 520: Teaching Business Subjects in Middle and High School. 3 hours, 3 credits. Methods and materials for teaching business subjects at the middle and high school levels. Curriculum development; current standards; lesson planning; instructional strategies; uses of technology; problem solving; assessment; inclusion of special populations; and literacy development in business subjects. Includes field experience. A research paper or curriculum project is required. Limited to master’s level students seeking initial certification. PREREQ.: ESC 501 or equivalent course in psychological foundations of education; a 3.0 GPA overall; and departmental permission.

ESC 522: Teaching English in Middle and High School. 3 hours, 3 credits. Limited to master’s level students seeking initial certification. Methods, materials, and assessment for teaching English at the middle and high school levels. Developing academic literacy through English language arts and literature. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience. Students cannot receive credit for both ESC 422 and ESC 522. PREREQ.: ESC 501 or the equivalent course in psychological foundations of education; a 3.0 GPA overall; and departmental permission.

ESC 524: Teaching Foreign Language in Middle and High School. 3 hours, 3 credits. Limited to master’s level students seeking initial certification. Methods, materials, and assessment for teaching foreign languages at the middle and high school levels. Developing communicative competence; academic literacy through the four skills; and cross-cultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience. Students cannot receive credit for both ESC 424 and ESC 524. PREREQ.: ESC 501 or the equivalent course in psychological foundations of education; a 3.0 GPA overall; and departmental permission.
ESC (EDR) 529: Language, Literacy, and Educational Technology. 3 hours, 3 credits. Using information technology to support the teaching of literacy to students of diverse language backgrounds and abilities through the content areas. Social, legal and ethical issues affecting the instructional use of technology. Curriculum development; current standards; inclusion of students with disabilities; and assessment. No prior computing experience is necessary. Includes field experience.

ESC 532: Teaching Mathematics in Middle and High School. 3 hours, 3 credits. Methods and materials for teaching mathematics at the middle and high school levels. Curriculum development; current standards; lesson planning; instructional strategies; use of technology; problem solving; assessment; inclusion of special populations; and literacy development in mathematics. Includes field experience. A research paper or curriculum project is required. Limited to master's level students seeking initial certification. Students cannot receive credit for both ESC 432 and ESC 532. PREREQ.: ESC 501 or the equivalent course in psychological foundations of education; 3.0 GPA overall; and departmental permission.

ESC 534: Teaching Social Studies in Middle and High School. 3 hours, 3 credits. Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and state standards in middle and high school social studies. Uses of technology; relevant software; alternative teaching strategies; different types of assessment; inclusion of special student populations; and literacy development in social studies. Limited to master's level students seeking initial certification. Includes field experience. Students cannot receive credit for both ESC 434 and ESC 534. PREREQ.: ESC 501 or ESC 502 (or equivalent); a 3.0 GPA, and passing score on the New York State LAST examination. Pass the CST (Content Specialty Test) and ATS-W (Assessment of Teaching Skills-Written) before or during course.

ESC 536: Teaching Technology Subjects in Middle and High School. 3 hours, 3 credits. Methods and materials for teaching technology subjects at the middle and high school levels. Curriculum development; current standards; lesson planning; instructional strategies; use of technology; problem solving; assessment; inclusion of special populations; and literacy development in technology subjects. Includes field experience. A research paper or curriculum project is required. Limited to master's level students seeking initial certification. PREREQ.: ESC 501 or equivalent course in psychological foundations of education; 3.0 GPA overall; and departmental permission.

ESC 562: Teaching Language Arts in Languages Other than English. 3 hours, 3 credits. Limited to master's level students seeking initial certification. Methods, materials, and assessment for developing literacy through language arts and literature in a language other than English at the middle and high school levels. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience. PREREQ.: ESC 501 or the equivalent course in psychological foundations of education; a 3.0 cumulative grade point average; departmental permission; and passing score on the New York State LAST examination. PRE- or COREQ.: ESC 524.

ESC 590: Staff Development Workshop for Teachers. 1-3 hours, 1-3 credits. (May be repeated for credit with change of topics.) A workshop for teachers and curriculum specialists in teaching and/or developing curriculum materials for topics in specialized areas.

ESC 595: Internship in Classroom Teaching. One semester fulltime, two supervised/mentored experiences of 20 days each (or other Lehman College approved sequences), 3 credits. Designed for graduate students who teach full time, the course provides on-site supervisory visits and a weekly seminar. Assigned in-school activities are required. PREREQ.: ESC 529 and a grade of B or better in Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the ATS-W Teacher Certification Examination; departmental permission; and approval from the Professional Development Coordinator. NOTE: This internship requires formal application and approval the semester prior to the course to be taken. It is the student’s responsibility to check with the Professional Development Coordinator for meeting and application dates early in the prior semester.

ESC 596: Student Teaching in the Middle and High School Grades. One semester fulltime supervised student teaching, two experiences of 20 days each (or other Lehman College approved sequences), 6 credits. Student teaching in the middle and high school grades, plus a weekly seminar. PREREQ.: ESC 529 and a grade of B or better in the Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the ATS-W Teacher Certification Examination; departmental permission; and approval from the Professional Development Coordinator. NOTES: (1) Student teaching on both the middle and high school levels is required for New York State certification in business education, English, social studies, foreign languages, science, mathematics, music, health, and art. New York State may add this requirement for other subjects, so students are advised to consult their advisers in this department regularly. (2) Student teaching requires formal application and approval the semester prior to the course to be taken. It is the student’s responsibility to check with the Professional Development Coordinator for meeting and application dates early in the prior semester.

ESC (EDE) 700: Psychology in Education, Group Dynamics. 3 hours, 3 credits. A laboratory course using here-and-now experiences in studying interpersonal perceptions, communication networks, group decision-making patterns, leadership, and structure. Development of skills in diagnosing and improving group functioning. PREREQ.: Fulltime teaching experience.

ESC 701: Advanced Educational Psychology. 3 hours, 3 credits. Current psychological theory and research related to learning. PREREQ.: Fulltime teaching experience or departmental permission.

ESC (EDE) 702: Foundations of Education. 3 hours, 3 credits. Studies of critical periods and movements in American education history, with emphasis on social, political, and intellectual developments and the role of leading education theorists as agents of change in education.

ESC (EDE) 703: School and Community. 3 hours, 3 credits. Analysis of the environmental influences on learning, with special emphasis on education as a social process and social institution in an urban setting. A minimum of 10 hours community field experience is required.

ESC 704: Psychological Foundations of Adult Education, Advanced Educational Psychology. 3 hours, 3 credits. A study of the psychology, special needs, and developmental tasks of adulthood; applications to the teaching of students in continuing and adult education programs. PREREQ.: Graduate standing or permission of the chair of the department.

ESC 705: Methods of Research in Educational Settings. 1 hour, 1 credit. Study of the methods, techniques, and strategies of research. Emphasis on educational research as a unique and necessary discipline and as a tool for solving educational problems. PREREQ.: Departmental permission.
ESC 706: Research in Problems of Teaching a Specialized Subject. 2 hours, 2 credits. Review of research in specialized subject areas relating to theories of learning; philosophies and patterns of curriculum design; methods, materials, and techniques of instruction; and measurement and evaluation of teaching and learning. Students must demonstrate competence in developing and reporting a significant problem in their field. PREREQ.: ESC 705 and departmental permission.

ESC 707: Project Seminar. 3 hours, 3 credits. Completion by each student of the research project (begun in ESC 706) related to teaching at intermediate, secondary, or continuing education levels. PREREQ.: ESC 705 and 706 and departmental permission.

ESC 709: Workshop in Dealing with Disruptive Behavior in the Classroom. 3 hours, 3 credits. Evaluating and dealing with behavioral problems in educational settings; theoretical study, simulation, and application of theory to problems. PREREQ.: Provisional certification and one year of fulltime teaching experience.

ESC 710: Education Workshop for Secondary School Teachers. 3 hours, 3 credits. A workshop course designed to aid teachers in dealing with the situations and problems arising in their actual school experience. The activities of the course will vary with the demonstrated needs of the students. PREREQ.: Employment as a teacher and undergraduate methods course in secondary education.

*ESC 711: Problems of the Middle School. 3 hours, 3 credits. Teaching, supervision, and administration in the intermediate and junior high school. Characteristics of the student at these school levels. Historical development, aims, curriculum, staff, guidance, and organization of early secondary grades. Study of experimental programs and current research. PREREQ.: Teaching experience.

ESC 720: Reading and Reading Materials for Adolescents. 3 hours, 3 credits. Remedial and developmental methods of reading instruction for teachers and reading specialists. Selecting, developing, and using appropriate materials.

ESC 721: Literature for Middle and High School Students. 3 hours, 3 credits. An exploration of literature—both classical and contemporary—relevant to middle and high school settings. The role of such literature in the secondary-school curriculum, with particular attention to literary response and its assessment. Review and analysis of selected related research. PREREQ.: Permission of instructor.

*ESC 722: Teaching Communication Skills in the Content Areas. 60 hours (30 lecture; 30 fieldwork), 3 credits. An examination of the techniques, strategies, and procedures for developing in students the ability to read, write, and express themselves in the content areas. Review and analysis of selected research. Field experience and instruction in tutoring and small-group techniques. PREREQ.: Permission of instructor.

*ESC 723: Teaching Reading in the Content Areas. 3 hours, 3 credits. An examination of programs, strategies, and procedures for developing in students the ability to read books, articles, and other study materials in the content areas. Review and analysis of selected research related to content area teaching. PREREQ.: Provisional certification in a secondary-school subject, or permission of instructor.

ESC 724: Methods of Teaching Writing in Middle and High School. 30 hours plus confs. and group activities. 3 credits. Consideration of methods of teaching composition in the middle and high school English classroom, with attention to the linguistic, cognitive, and rhetorical theories that generate current practices in writing instruction. Review and analysis of selected research. PREREQ.: ESC 722, ENG 785 or the equivalent.

ESC 725: Teaching English Grammar. 3 hours, 3 credits. Study of techniques and procedures for developing in students the ability to analyze the English language and to use standard written English. Consideration of linguistic analysis in the light of current school texts and practices. Includes field experience. PREREQ.: Permission of the instructor.

ESC 730: Methods of Teaching English in Middle and High School: Selected Topics. 3 hours, 3 credits. (May be reelected for credit, with adviser’s permission, with change of topic, to a maximum of 6 credits.) Strategies and materials for teaching English in middle and high schools with change of topic permitting intensive study of the components of the English curriculum and the research related to them. PREREQ.: Permission of the department chair.

ESC 740: Teaching Mathematics in Grades 7-10. 3 hours, 3 credits. Methods and materials for teaching mathematical concepts and skills in the contemporary intermediate grades that bridge middle- and high-school instruction; models of instruction; strategies for teaching selected topics; problem solving; uses of technology; remedial and enrichment units.

ESC 741: Current Issues in Mathematics Education. 3 hours, 3 credits. Implications of current reform efforts pertaining to the teaching of mathematics, analysis of new curriculum projects and testing programs in the secondary school; use of materials and technological aids for instruction.

ESC 742: Research in Mathematics Education. 3 hours, 3 credits. Review of the research literature; theories of learning mathematics; alternative assessment; technology in mathematics instruction. A research paper is required.

ESC 748: Teaching Problem Solving in Mathematics in Middle and High School. 3 hours, 3 credits. Introduction and application of heuristic techniques to facilitate mathematical problem solving in Grades 7-12; use of technology as a problem-solving tool; assessment. Problems will be analyzed on both teacher and pupil levels. PREREQ.: Calculus I and II.

ESC 749: Teaching Mathematics in Grades 11 and 12. 3 hours, 3 credits. Methods and materials for teaching mathematical concepts (e.g., real number system, functions, mathematical induction, sequences and series, analytic geometry, solutions of the equation, probability, topology) in the upper grades of high school; problem solving; mathematical modeling; uses of technology (e.g., graphing calculators and computer software); assessment. PREREQ.: Calculus I and II.

ESC 750: Theory and Practice in the Social Sciences. 3 hours, 3 credits. Designed to acquaint the graduate student of social studies education with advanced concepts and methodology of the social sciences and the manners in which these can be taught to high school students. PREREQ.: Employment as a teacher and undergraduate methods course in secondary education.

ESC 755: Teaching the Historical Development of Science. 3 hours, 3 credits. Teaching the historical development of science from an interdisciplinary perspective. Critical analysis of different views of scientific knowledge and their implications for the classroom. PREREQ.: ESC 502 or 702 and ESC 770.

ESC 759: Foundations of Bilingual/Bicultural Education. 3 hours, 3 credits. Bilingual/bicultural education, including history, goals, models, rationale, legal and legislative basis, linguistic principles, and language evaluation. Current issues and research findings in bilingual/bicultural education will be studied. Includes field experience. PREREQ.: ESC 501, 502, or ESC 703 (or an equivalent) and permission of the adviser.
ESC 760: Second-Language Learning and Teaching. 3 hours, 3 credits. The psychological principles of second-language learning with their application to teaching. Similarities and differences between first- and second-language learning and teaching. PREREQ.: One course in educational psychology.

ESC 761: Teaching English as a Second Language to Adolescents and Adults. 3 hours, 3 credits. Methods, materials, and evaluation for developing the literacy skills of speaking, listening, reading, and writing in English for middle childhood, adolescent, and adult English language learners, including reading enrichment and remediation. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience.

ESC 762: Methods of Teaching Foreign Languages in Secondary Schools. 1–3 hours, 1-3 credits. (May be repeated for credit, with adviser's permission, with change of topic, to a maximum of 6 credits.) Selected topics reflecting current practices in language education. PREREQ.: Provisional certification or permission of the department chair.

ESC 763: Teaching Literacy through the Content Areas in the Secondary Bilingual Classroom. 45 hours, 3 credits. Methods, materials, and evaluation for teaching literacy through middle and high school level content areas such as business education, mathematics, science, and social studies in the native language and in English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment. Includes field experience. PREREQ.: ESC 759 (or an equivalent), a methods course in subject area, and permission of the department chair.


ESC 766: Teaching English as a Second Language Through the Content Areas. 3 hours, 3 credits. Methods, materials, and evaluation for developing the literacy skills of speaking, listening, reading, and writing in English to speakers of other languages through the content areas, including mathematics, science, and social studies. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities; and assessment. Includes field experience. PREREQ.: ESC 761 (or an equivalent) and permission of adviser.

ESC 767: The Museum as a Resource for Teaching Science. 3 hours, 3 credits. An introduction to the use of the museum as a resource for teaching and learning science. PREREQ.: ESC 502 or 702 and ESC 770.

ESC 768: Education Workshop for Teachers of Students of Puerto Rican and Latino Origin. 3 hours, 3 credits. A workshop designed to help teachers deal with the situations and problems arising out of their actual school experiences. Emphasis will be placed on the preparation, demonstration, and discussion of instructional materials needed for developing communications skills. PREREQ.: Employment as a teacher and a course in methods of teaching in the secondary school.

ESC 769: Latinos in U.S. Schools. 3 hours, 3 credits. Interdisciplinary study of educational issues affecting Latinos in the United States, with a focus on the urban school setting: educational, historical, literary, linguistic, and sociological sources will be utilized to analyze issues. PREREQ.: ESC 501 or 502 (or an equivalent) and permission of the adviser.

ESC 770: Methods of Teaching Science in Secondary Schools: Selected Topics. 1–3 hours, 1-3 credits. (May be repeated for credit, with adviser's permission, with change of topic, to a maximum of 6 credits.) Strategies for teaching a single science and interdisciplinary science topics at the secondary and postsecondary levels. Emphasis on research related to improving the teaching and learning of science and on techniques and materials that meet the needs of contemporary students. PREREQ.: Provisional certification or permission of the department chair.

ESC 772: Evaluation and Assessment of Student Learning. 3 hours, 3 credits. Systematic introductory course for graduate students. The fundamentals of evaluation and assessment of student learning in middle and high schools including: writing objective test items, methods of evaluating and assessing student learning, up-to-date instruments for evaluating and assessing aptitude and achievement in the active, inquiry-based, cooperative classroom, and alternative assessment techniques including use of portfolio assessment and rubrics.

ESC 775: Problems of Secondary Education in Metropolitan Areas. 3 hours, 3 credits. Social structures of urban life and their impact on the problems and future forms of the urban secondary school. Critical examination from a variety of viewpoints of major issues in curriculum, methods, pupil achievement, and organization of the secondary school, arising from urbanization. PREREQ.: One course in educational foundations.

ESC 776: Multietnic and Multicultural Education. 3 hours, 3 credits. Multietnic and multicultural education, including history, goals, models, rationale, legal, and legislative basis. Current issues and research findings in multietnic and multicultural education and major ethnic and subcultural groups in urban school settings will be studied. PREREQ.: ESC 701, or 702, or 703 (or an equivalent), and permission of adviser.

ESC 777: Philosophy of Education. 3 hours, 3 credits. Examination of alternative standards of judgment presented in the philosophies of experimentalism, realism, idealism, and existentialism, and in philosophical analysis. Central consideration given to the problems of educational goals and curriculum posed by conflicting philosophies of education.

ESC 778: History of the American School. 3 hours, 3 credits. Public education from the colonial period to the present, with particular emphasis on the interrelationships between education and culture, political, and economic developments.

ESC 779: European Backgrounds of American Education. 3 hours, 3 credits. Cultural and institutional origin of American elementary, secondary, and higher education. Educational interchange between the United States and Europe in the 19th and 20th centuries.

ESC (EDE) 780: Comparative Education. 3 hours, 3 credits. Comparative study of school organization, curricular practices, and contemporary educational problems in selected foreign countries. Special attention will be given to the study of issues that have cross-cultural dimensions.
ESC (EDE) 781: Advanced Studies in Comparative and International Education. 3 hours, 3 credits. Intensive and specialized studies in selected systems of education, using appropriate methodologies in comparative education. Review and evaluation of the work of bilateral and international technical assistance for educational development. PREREQ.: ESC (EDE) 780 or instructor's permission.

ESC 782: Methods of Teaching Business and Technology Education: Selected Topics. 3 hours, 3 credits. (May be re-elected for credit, with adviser's permission, with change of topic, to a maximum of 6 credits.) Strategies for teaching courses or special topics in business and technology education in adolescence and adult learning settings. Emphasis on research related to improvement of instruction in business and technology education areas and techniques and materials which meet the needs of contemporary students. PREREQ.: Permission of the department chair.

ESC 785: Methods of Teaching Music in the Secondary School and Adult Education. 3 hours, 3 credits. Strategies and materials for teaching music in secondary and continuing education settings, reflecting current practices in music education. PRE- or COREQ.: Preadmission to the M.A. in Music Education program or permission of the graduate adviser in music education.

ESC 788: Curriculum Theory and Design. 3 hours, 3 credits. Study and analysis of curriculum theories, processes, and trends in middle and high school education. Focus on various philosophical positions as they influence curriculum development in middle and high schools and other educational settings. A curriculum project is required. PREREQ.: Graduate standing or permission of the department chair.

ESC 789: Independent Study in Curriculum Development. 1–3 hours, 1–3 credits. (May be re-elected for credit, with chair's permission, with change of topic.) This course offers an opportunity for middle and high school teachers and curriculum specialists, under the guidance of a faculty member, to carry out an individual project in developing instructional materials adapted to specific groups. PREREQ.: For business and technology education students only. ESC 782, 788 and departmental permission.

ESC 790: Workshop in Curriculum Materials Development in Specialized Areas. 1–3 hours, 1–3 credits. (May be re-elected for credit, with chair's permission, with change of topic.) A workshop for teachers and curriculum specialists interested in developing instructional materials for topics in specialized areas.

ESC 797: Student Teaching in TESOL. One or two college-supervised experiences of 20 days each or other Lehman College approved sequences, 3–6 credits. Practice teaching in TESOL in elementary and secondary education settings or in adult education for both in-service and pre-service teachers. Weekly seminar and assigned in-class activities required. Variable credits depend on teaching experience and certification status. PREREQ.: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; for students in Sequence 1, passing scores on the ESOL and the ELPA-C; for students in Sequence 2, passing scores on the ATS-W, ESOL, and ELPA-C; and permission from Professional Development Coordinator.
Specialized Services in Education

Chair: Susan Polirstok (Carman Hall, Room B20A)
Coordinators: Stuart Chen-Hayes, Counselor Education (Carman Hall, Room B01). Gao Yin Qian, Literacy Studies (Carman Hall, B19), Susan Polirstok, Adolescent Special Education (Carman Hall, Room B20A). Barbara Gottlieb, Childhood Special Education (Carman Hall, Room B53). Maria Victoria Rodriguez, Early Childhood Special Education (Carman Hall, B15)

Department Faculty: Professors: Barbara Gottlieb, Susan Polirstok, Patricia Thompson; Associate Professors: Robert Delisle, Gao Yin Qian, Mark Zuss; Assistant Professors: Richard Blot, Stuart Chen-Hayes, Faith Deveaux, Minaz Fazal

The Department of Specialized Services in Education offers the following programs:

- Master of Science in Education, Counselor Education
- Master of Science in Education, Literacy Studies Early Childhood Education
- Master of Science in Education, Literacy Studies Childhood Education
- Master of Science in Education, Literacy Studies Middle and Adolescent Education
- Master of Science in Education, Early Childhood Special Education
- Master of Science in Education, Childhood Special Education
- Master of Science in Education, Adolescent Childhood Special Education

M. S. ED. PROGRAM IN COUNSELOR EDUCATION

Lehman offers a 48-credit graduate program in Counselor Education. Graduates are eligible for School Counselor Certification in New York State and the School Counselor license in New York City. Counseling students are also encouraged to pursue national certification through the National Board of Certified Counselors (NBCC). Counselor Education faculty and students collaborate in partnership with the Bronx, lower Westchester, and other New York City-based K-12 schools and community agencies.

Students in Counselor Education at Lehman are introduced to a comprehensive body of knowledge. The program focuses on the professional counselor’s leadership roles in collaboration with teachers, administrators, families, caregivers, health professionals, community resource networks, and others to promote equity and success for children, youth, and families. School Counselors learn to be advocates for social justice and follow the professional counseling codes of ethics and standards of practice. Interventions made by counselors in school, community, and family systems acknowledges the importance of lifespan development and social change in promoting academic, career, and interpersonal equity and success for all students and families. Students demonstrate professional school counseling, consultation, and leadership competencies throughout their course assignments, at K-12 school-based experiences including practicum and internship, through a professional counseling portfolio of written and videotaped assignments, and in a school counseling research project.

Bilingual School Counseling Extension

A 15-credit hour concentration in Bilingual School Counseling beyond the 48-credit hours is offered for students in School Counseling.

Family Counseling Extension

A 15-credit hour concentration in Family Counseling beyond the 48 credit hours is offered for students in School Counseling.

OVERVIEW OF THE PROGRAM


Elective Options (3 credits): EDE 777 (3), EDS 740 (3), EDS 743 (3), ESC 701 (3), ESC 703 (3), EDG 731 (3), EDG 734 (3), EDG 735 (3), EDG 736 (3), EDG 737 (3)

Bilingual School Counseling Extension (15 credits): EDG 734 (3), SPE 703 (3), ESC 759 (3), ESC 776 (3), EDG 707 (3)

Family Counseling Extension (15 credits) EDG 731 (3), EDG 735 (3), EDG 736 (3), EDG 737 (3), EDG 707 (3)

* Note: Students seeking the Bilingual School Counseling or Family Counseling extensions must repeat the EDG 707 practicum with a specific bilingual school or family counseling focus and have completed three courses in the extension prior to practicum placement.

Admission Requirements

Note: Students admitted only beginning in the Fall term. Deadline for consideration is April 1.

- A completed bachelor’s or master’s degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.
- A minimum 3.0 GPA from a completed undergraduate or graduate degree program.
- Three letters of recommendation evaluating the applicant’s potential as a professional school counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.
- A completed application including a 1,100-word essay consisting of responses to application–packet questions.
- Current New York State teaching certificates and/or Liberal Arts and Sciences Test (LAST) scores for students planning to seek certification (Note: a teaching certificate is NOT required to become a school counselor in New York State). Prospective students who are not State certified teachers and do not plan to seek teacher certification are required to submit Graduate Record Examination (GRE) scores in lieu of LAST scores.
- A resume.

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and be asked at that time to provide a writing sample.

Continuation Requirements

(1) Meet with the Program Coordinator to plan courses and receive course approvals prior to or during registration each semester. (2) Purchase and maintain liability insurance through the American School Counselor Association or the American Counseling Association at student rates for coverage during pre-practicum, practicum, internship, and fieldwork (or provide proof of appropriate coverage). (3) If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours. (4) 18 credits in beginning counseling courses with a minimum 3.0 GPA, a completed practicum/internship supervision agreement form signed by the K-12 practicum site supervisor, and permission of the program coordinator are required prior to placement in practicum. (5) 36 credits

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hours in counseling courses with a minimum 3.0 GPA. NY State Initial Certification in School Counseling, a completed practicum/internship supervision agreement form signed by the K-12 internship site supervisor, and permission of the program coordinator are required prior to placement in internship. (6) Demonstrated evidence of counseling, leadership, and advocacy skills through school-based service projects, community service, and local, state and/or national counseling association participation.

Graduation Requirements

- Completion of 48 approved graduate credits of study in counseling.
- A minimum grade point average of 3.0 (B).
- Successful completion of two semesters of internship.
- Final school counseling research project.
- A portfolio of papers, projects, and taped counseling/consultation sessions as prescribed to meet program requirements.

COUNSELOR EDUCATION COURSES

EDG 700: Professional Identity in Counseling. 3 hours, 3 credits. History, philosophy, and professional roles of the school counselor with emphasis on legal, ethical, and equity issues in urban schools and families. A 10-hour practicum in a K-12 school is required. PREREQ: Matriculation in the program.

EDG 701: Counseling Theories and Techniques. 3 hours, 3 credits. Systematic and individual theories and techniques of counseling and collaboration with children, adolescents, families, educators, and administrators in K-12 settings. A 10-hour pre-practicum in a K-12 school is required. PREREQ: Matriculation in the program.

EDG 702: Multicultural Counseling. 3 hours, 3 credits. Examines theories of multicultural counseling in diverse urban school settings focusing on ethnic/racial identity development, world view, anti-oppression, and social justice models in counseling. PREREQ: EDG 700, 701.

EDG 703: Human Development in Counseling. 3 hours, 3 credits. Examination of child, adolescent, and family development theories in diverse urban school settings including the application of lifespan developmental theory in counseling practice. PREREQ: EDG 700 and 701.

EDG 704: Career Counseling. 3 hours, 3 credits. Examination of career development theory and technology-based career counseling practices in diverse urban school settings and the school counselor's role in life-long career and educational planning and development for children, adolescents, and families in collaboration with schools, community agencies, and government organizations. A 10-hour pre-practicum experience in a K-12 school setting is required. PREREQ: EDG 700, 701.

EDG 705: Group Counseling. 3 hours, 3 credits. Examination of group counseling, consultation, and collaboration theory and practice with children, adolescents, families, and school personnel in urban school and community settings; major themes include group dynamics, group process, leadership styles, and group stages. A 10-hour pre-practicum experience in a K-12 school setting is required. PREREQ: EDG 700, 701.

EDG 706: Assessment in Counseling. 3 hours, 3 credits. Examination of assessment theory and practice in urban school counseling settings including culturally competent assessment and diagnosis; types of academic and interpersonal assessment instruments; use of statistics; and application of assessment data to promote academic, career, and interpersonal success. A 10-hour pre-practicum experience in a K-12 school is required. PREREQ: EDG 703 or program coordinator permission.

EDG 707: Practicum in Counseling. 3 hours, 3 credits. Prerequisite to practicum in a K-12 school setting is required. PREREQ: Matriculation in the program.

EDG 708: Counseling Research, Program Development, and Evaluation I. 3 hours, 3 credits. Examination of research design, data collection procedures, and the implementation and evaluation of comprehensive developmental K-12 school counseling programs. PREREQ: EDG 706.

EDG 709: Leadership, Advocacy, Consultation, and Change in Schools. 3 hours, 3 credits. Examination of theories of leadership, advocacy, and consultation for change in urban school counseling contexts; assessment of schools and comprehensive developmental K-12 school counseling programs using educational leadership theory, systems theory, and collaborative approaches to ensure equity and educational success for all students. PREREQ: Matriculation in a graduate education program.

EDG 710: Counseling Research, Program Development, and Evaluation II. 3 hours, 3 credits. Examination of K-12 school counseling research culminating with the development and implementation of an action research project in schools including design of a research project related to a proposed or existing school counseling or educational program, collection and analysis of data, and a written research article about the project suitable for publication in a professional counseling journal or for presentation at a state or national counseling conference. Note: Formal institutional approval is required before a research project can be implemented. PREREQ: EDG 708.

EDG/HEA 731: Sexuality Counseling. 3 hours, 3 credits. An overview of sexuality counseling. Stresses the process of interaction between professionals and clients that allows clients to explore and understand their sexuality, feelings, values, responsibilities, needs, and behaviors. Topics include: changing family structure, alternative lifestyles, changing sex roles, an increasing older population, drug and alcohol abuse, and sexually transmitted diseases, including AIDS. PREREQ.: Permission of adviser.

EDG 732: Abuse, Violence, and Chemical Dependency Counseling. 3 hours, 3 credits. This course examines current counseling theories, techniques, and research related to abuse, violence, chemical dependency, and crisis in urban schools and families. Prevention, intervention, referrals, and the role of the counselor are emphasized. PREREQ: Matriculation in a graduate education program.

EDG 733: Developmental School Counseling. 3 hours, 3 credits. Examination of theories and techniques for developmental school counseling, consultation, and leadership in elementary, middle, and high school settings to facilitate academic, career, and interpersonal success for all students with emphasis on the school counselor's collaborative role with parents, guardians, teachers, school administrators, and clinical personnel to create, implement, and evaluate comprehensive developmental school counseling programs. PREREQ: EDG 703.

EDG 734: Multilingual School Counseling. 3 hours, 3 credits. Examination of multicultural and multilingual approaches to school counseling and consultation in urban settings with linguistically and culturally diverse children, adolescents, families, and school personnel. PREREQ: EDG 702 and program coordinator permission.
EDG 735: Family Counseling. 3 hours, 3 credits. Examination of theories of family counseling and consultation with culturally diverse families in urban school and community contexts with emphasis on the changing nature of families, family assessment, legal issues, and preventive interventions. PREREQ: EDG 701, 703.

EDG 736: Parenting within Diverse Family Structures. 3 hours, 3 credits. Examination of theories and techniques of parenting using culturally diverse family life cycle model including how to involve parents, guardians, and other family members in the educational and emotional lives of children and youth through parenting workshops, educational programs, and brief, short-term family counseling interventions in schools and community agencies. PREREQ: EDG 701, 703.

EDG 737: Couples Counseling: Theories and Techniques. 3 hours, 3 credits. Examination of couples counseling and relationship assessment theories and techniques in diverse urban communities emphasizing enhancement of couple relationships from various cultural perspectives and appropriate prevention and interventions for couples across the lifespan. PREREQ: EDG 701, 703.

EDG 743: Internship in Counseling I. 3 hours, 3 credits plus fieldwork. First of two required supervised internships in urban school counseling and consultation. 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 using self-report, journals, videotaped counseling sessions, and selected advanced counseling topics. PREREQ: 36 hours of credit in school counseling including EDG 707 and program coordinator permission.

EDG 744: Internship in Counseling II. 3 hours, 3 credits plus fieldwork. Second of two required supervised internships in urban school counseling and consultation. 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 using self-report, journals, videotaped counseling sessions, and selected advanced counseling topics. PREREQ: EDG 743 and program coordinator permission.

M.S. ED. PROGRAM IN LITERACY STUDIES

The 36-credit program in Literacy Studies leads to a Master of Science in Education degree. Registered in New York State, the program leads to professional certificates for teaching literacy in three different concentrations: Early Childhood: Birth–Grade 2; Childhood: Grades 1–6; or Middle Childhood and Adolescent: Grades 5–12, provided all other requirements have been met. The program is located in Carman Hall, Room B-20.

The program provides an intergenerational literacy bridge between communities, families, and schools. It serves educators’ continued critical engagement in the current research, methodology, theoretical advancements, and issues in reading, language, and literacy. Teachers in elementary, secondary, and adult educational settings develop a combined mastery of research, theory and practical issues in current inquiry, and to articulate working visions of the future of American education.

The program prepares students for professional engagement as intellectuals and practitioners in a pluralistic, multiculural educational system. Program graduates include kindergarten, elementary, and secondary reading teachers, community educators, curriculum specialists, textbook authors, librarians, and school administrators. Some graduates also enter doctoral programs.

Admission Requirements

- A bachelor’s degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Continuation Requirements: (1) Maintain GPA of 3.0. (2) Meet any conditions placed on initial matriculation before the completion of 12 graduate credits. College and departmental policies regarding academic probation also apply.

Graduation Requirements

Students must complete a minimum of 36 graduate credits of study in an approved Literacy Studies concentration. Students must earn a minimum GPA of 3.0 on a 36-credit Literacy Studies concentration. Each student must earn a minimum grade of B or better in the overall program in order to be recommended by the College for certification.
OVERVIEW OF PROGRAMS

Students must complete the courses listed below in one of the following areas of specialization to be eligible for the professional certificate. Sequence varies for spring entrants.

> **Literacy Specialist: Early Childhood Education (Birth-Grade 2) (36 credits)** *
  
  EDR 701 (3), EDR 711 (3)  
  EDR 721 (3), EDR 751 (3)  
  EDR 731 (6)  
  EDR 767 (3), EDR 765 (3)  
  EDR 768 (3), Elective (3)  
  EDR 780 (3), **Elective (3)**

> **Literacy Specialist: Childhood Education (Grades 1-6) (36 credits)** *
  
  EDR 702 (3), EDR 712 (3)  
  EDR 722 (3), EDR 765 (3)  
  EDR 731 (6)  
  EDR 767 (3), EDR 752 (3)  
  EDR 768 (3), Elective (3)  
  EDR 780 (3), **Elective (3)**

> **Literacy Specialist: Middle Childhood and Adolescent Education (Grade 5-12) (36 credits)** *
  
  EDR 703 (3), EDR 713 (3)  
  EDR 723 (3), EDR 753 (3)  
  EDR 733 (6)  
  EDR 767 (3), EDR 765 (3)  
  EDR 768 (3), Elective (3)  
  EDR 780 (3), **Elective (3)**

COURSES IN LITERACY STUDIES

*EDR 700: Studies in the Teaching of the Language Arts—Advanced Course. 3 hours, 3 credits. Examination of language arts research (listening, speaking, reading, writing) related to classroom practices.

EDR 701: Language and Literacy Development of Infants, Toddlers and Young Children. 3 hours, 3 credits. Examination of theories of and research on language and literacy development among infants, toddlers, and young children of varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ.: Permission of coordinator.

EDR 702: Language and Literacy Acquisition and Development of Children. 3 hours, 3 credits. Examination of theories of and research on language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ.: Permission of coordinator.

EDR 703: Literacy Acquisition and Development of Pre-adolescents and Adolescents. 3 hours, 3 credits. Examination of theories of and research on language and literacy development among pre-adolescents and adolescents of varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ.: Permission of coordinator.

EDR 705: Second Language Literacy. 3 hours, 3 credits. An examination of research on literacy development in a second or foreign language and its pedagogical implications. PRE-, or COREQ.: EDR 701 and/or permission of coordinator.

EDR 711: Instructional Approaches for Language and Literacy Development in Early Childhood Education. 3 hours, 3 credits. Instructional approaches appropriate for language and literacy development in early childhood education based upon current research. Examination, selection, design, and organization of linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of infants, toddlers and young children of varying developmental abilities. PREREQ. or COREQ.: EDR 701, or permission of coordinator.

EDR 712: Instructional Approaches for Language and Literacy Development in Childhood Education. 3 hours, 3 credits. Instructional approaches appropriate for language and literacy development in childhood education based upon current research. Examination, selection, design, and organization of linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of children with varying developmental abilities during childhood education. PREREQ. or COREQ.: EDR 702, or permission of coordinator.

EDR 713: Instructional Approaches for Language and Literacy Development in Middle and Adolescent Education. 3 hours, 3 credits. Instructional approaches appropriate for language and literacy development in middle childhood and adolescent education based upon current research. Examination, selection, design, and organization of linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of pre-adolescents and adolescents with varying developmental abilities. PREREQ. or COREQ.: EDR 703, or permission of coordinator.

*EDR 715: Development and Evaluation of Reading Materials. 3 hours, 3 credits. Selection and/or design and evaluation of reading materials for mono- and bilingual settings.

*EDR 716: Literacy Development in Nontraditional Settings. 3 hours, 3 credits. Theoretical and empirical foundations for designing and implementing literacy programs in nontraditional settings. Examines and analyzes theories and practices of language, learning, knowledge, and ideology. Assessment and observations under supervision are made of operating literacy programs. PREREQ.: EDR 706 and permission of coordinator.

EDR 721: Assessing and Evaluating Language and Literacy Development in Early Childhood Education. 3 hours, 3 credits. Assessing, evaluating, and facilitating language and literacy development among young children of varying developmental abilities and from diverse linguistic and cultural backgrounds. Supervised use of informal, alternative, portfolio, and/or formal evaluation strategies. Case studies done under supervision. PREREQ.: EDR 701 and EDR 711, or permission of coordinator.

EDR 722: Assessing and Evaluating Language and Literacy Development in Childhood Education. 3 hours, 3 credits. Assessing, evaluating, and facilitating language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Supervised use of informal, alternative, portfolio, and/or formal evaluation strategies. Case study done under supervision. PREREQ.: EDR 702 and EDR 712, or permission of coordinator.

EDR 723: Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education. 3 hours, 3 credits. Assessing, evaluating, and facilitating language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Supervised use of informal, alternative, portfolio, and/or formal evaluation strategies. Case study done under supervision. PREREQ.: EDR 703 and EDR 713, or permission of coordinator.

EDR 731: Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education. 15 hours, 6 credits (summer session only). Assessment and evaluation of literacy development in early childhood and childhood education. Planning and implementing programs for children of varying developmental abilities and from diverse linguistic and cultural backgrounds. Case studies done under supervision. PREREQ.: EDR 721 or EDR 722 (with a grade of B or better) and/or permission of coordinator.
EDR 733: Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education. 3 hours, 3 credits. Examination of research on literacy-based programs in special education. Emphasis on programs that facilitate literacy development among children with varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ.: Permission of coordinator.

EDR 752: Literature-Based Literacy Programs in Middle Childhood and Adolescent Education. 3 hours, 3 credits. Examination of research on literature-based literacy programs in middle childhood education. Emphasis on programs that facilitate literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ.: Permission of coordinator.

EDR 753: Literature-Based Literacy Programs in Middle Childhood and Adolescent Education. 3 hours, 3 credits. Examination of research on literature-based literacy programs in middle childhood education. Emphasis on programs that facilitate literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ.: Permission of coordinator.

*EDR 762: Investigation in Reading I. 3 hours, 3 credits. In-depth examination of problems and issues related to reading and learning to read. Development of positions and issues with opportunities for oral and written defense. PREREQ.: Advanced standing (18 credits) and permission of coordinator.

*EDR 763: Investigation in Reading II. 3 hours, 3 credits. Design and execution of action research related to an issue in reading. PREREQ.: EDR 762, advanced standing (18 credits), and permission of coordinator.

*EDR 765: Perspectives on Literacy. 3 hours, 3 credits. Examination of literacy acquisition from a variety of perspectives: for example, anthropological, historical, political, sociological.

EDR 767-768: Project Seminar: Research on Literacy I and II. 6 hours, 6 credits. Formulation of a significant project related to literacy development in school, home, or community settings. Definition, design, methods, and implementation of study. PREREQ.: 18 credits in program (must complete EDR701, EDR702 or EDR703 ; EDR 711, EDR712 or EDR713; EDR721, EDR722 or EDR723; EDR 765; and 6 additional credits) and permission of coordinator.

EDR 770: Independent Study in Reading. 1-3 hours, 1-3 credits. (May be re-elected for up to 6 credits.) Individual study under supervision. PREREQ.: Permission of coordinator.

*EDR 775: Literacy Theories and Programs: Perspectives for Administrators. 3 hours, 3 credits. Survey course of literacy theory, methods, and programs for school administrators. PREREQ.: permission of the coordinator.

EDR 780: Special Topics in Reading. 3 hours, 3 credits. (May be re-elected for up to 6 credits.) PREREQ.: Permission of coordinator.

*EDR 785: Honors Seminar: Issues in Literacy. 3 hours, 3 credits. Intensive study of major contributions in literacy theory and practice. PREREQ.: 18 graduate credits in reading or permission of the coordinator.

GRADUATE PROGRAMS IN SPECIAL EDUCATION

Graduate programs in Special Education are designed to develop competent, caring, qualified special educators to teach diverse learners who present with disabilities in both inclusive and specialized urban education settings. The programs' philosophical, conceptual, and instructional underpinnings derive from values and standards established by the Council for Exceptional Children (CEC) and the New York State Learning Standards, as well as the Lehman Urban Teacher Education (LUTE) framework, which recognizes “difference and diversity as foundations for learning and teaching.”

Our programs work collaboratively with school personnel, parents, family and community members, and local community organizations to create humanistic, nurturing environments that are responsive to the needs of children in urban settings.

Concentrations are available in Early Childhood Special Education, Childhood Special Education, and Adolescent Special Education to entering students who have already earned an Initial Teaching Certificate from New York State at either the Early Childhood, Childhood, or Adolescent developmental level.

Each concentration is structured noncategorically (not by any one specific disability condition) and thus requires students to enroll in the program that corresponds to the developmental level of their Initial Teaching Certificate. Field work, supervised practice teaching, and student teaching in both inclusive and specialized settings are integral to the programs.

Upon completion, candidates will qualify for an Initial/Professional Teaching Certificate in Teaching Students with Disabilities at a specific developmental level, a Master's degree in Special Education at a specific developmental level, and a Professional Teaching Certificate in the area of the Initial Teaching Certificate earned.

Extensions and Annotations to the Initial/Professional Certificate in Teaching Students with Disabilities

* A Bilingual Extension to the Initial/Professional Certificate in Teaching Students with Disabilities is available by completing a 16-credit bilingual extension module.

* An Annotation for Teaching Students with Severe Disabilities is available to any student who completes one of the three concentrations of study in special education. This annotation requires an additional 9 credits of study involving characteristics of individuals with severe disabilities, collaborative partnerships in the provision of services for individuals with severe disabilities, assistive technologies for individuals with severe disabilities and transition and lifespan services.

Admission Requirements

➤ A bachelor's degree from an accredited college or university.

➤ A minimum undergraduate grade average of 3.0 GPA.

➤ An Initial or Professional New York State Certificate in teaching at the Early Childhood, Childhood or Adolescent developmental level.

➤ A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.

➤ An essay outlining career goals.

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A graded scholarly paper from either an undergraduate course or a graduate course of study previously completed.

- Two letters of recommendation.
- Evidence of having taken the New York State Liberal Arts & Sciences Test (LAST).
- Participation in an interview.

**Continuation Requirements:**
1. An earned GPA of 3.0 or higher through the first 18 credits of graduate study.
2. If conditions were placed on the initial matriculation involving addition coursework, all conditions must be met on or before the completion of 18 graduate credits. In order to register for coursework beyond 18 graduate credits, the student must provide a 15 to 30 minute videotape of a lesson with a whole class as part of a performance evaluation. Students will receive appropriate feedback and concrete suggestions for improvement where needed. Each student will be required to integrate feedback and demonstrate improvement on a second videotape to be presented prior to graduation.

**Graduation Requirements**

1. Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.

2. A minimum GPA of 3.0 throughout the 36-credit concentration.

3. Provide a second 15 to 30 minute videotape of a lesson with a whole class by the time he or she has completed 30 credits of graduate level coursework. In the event that the student does not demonstrate appropriate teaching skills on the second videotape submission, additional professional development experiences will be prescribed by the Program Coordinator in consultation with the student to address the area(s) of deficit. These additional conditions must be met by the student to graduate and to receive the College's recommendation for certification.

**OVERVIEW OF PROGRAMS OF STUDY**

While each option below is designed to develop expertise in teaching students with disabilities at a specific developmental level, a common core of courses is required across all three special education options.

**Early Childhood Special Education** (36 credits)


**Childhood Special Education** (36 credits)


**Adolescent Special Education** (36 credits)


* Title revision under review.

**NOTE:** A 15-credit bilingual extension may be elected as an addition to any of the above programs. A 9-credit annotation for teaching individuals with severe disabilities may be elected upon completion of any of the above programs.

**COURSES IN SPECIAL EDUCATION**

**EDS 700:** Biomedical Aspects of Handicapping Conditions. 3 hours, 3 credits. Consideration of the various medical problems that may be associated with moderate and severe handicapping conditions.

EDS 701: Understanding Individuals with Disabilities. 3 hours, 3 credits. This introductory course studies mild, moderate and severe disability conditions that affect individuals across the lifespan. Included are: historical foundations, key legislation governing education and habilitation of individuals with disabilities, etiology and comorbidity, assistive technologies, school-based programming, parent advocacy and collaborative work with families, impact of cultural and linguistic diversity on identification and classification, and transition to independent living and provision of services across the lifespan. (15 field work hours required.) PREREQ.: Permission of the adviser.

EDS 702: The Young Child with Special Needs. 3 hours, 3 credits. Nature and needs of culturally and linguistically diverse young children (birth to 8 years) with a wide range of developmental delays and disability conditions. Pertinent legislation, intervention with families, developing Individualized Family Service Plans, and issues of advocacy will be studied within the context of the continuum of service delivery (home-based, center-based and school-based interventions). (15 field work hours required.) PREREQ or COREQ.: EDS 701 or permission of the adviser.

EDS 703: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Children With Special Needs. 3 hours, 3 credits. This supervised practicum focuses on the use of formal and informal behavior assessment practices with culturally and linguistically diverse young children with special needs in inclusive classrooms, the development of appropriate IFSP and IEP goals in relation to behavioral assessment, the application of behavioral principles of classroom management to inclusive classrooms, and the specific steps and data collection procedures needed to implement a behavior change process with young children. (45 hours Supervised Practicum Teaching: Birth–2 years and/or children 3–5 and/or children 6–8 required.) PREREQ.: EDS 701 and EDS 702; COREQ.: EDS 743; and permission of the adviser.

EDS 704: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Special Needs. 3 hours, 3 credits. Curriculum and instructional practices appropriate for young children with special needs including curriculum standards, designing learning environments, developing effective strategies for teaching readiness and content area skills, developing social skill programs, collaborative teaching techniques and using informal checklists in the development of appropriate IFSP/IEP goals and objectives. Emphasis will be placed on the impact of cultural and linguistic diversity on program planning and skill acquisition. Use of technology for instruction and monitoring student progress will be incorporated throughout the course. (15 hours practicum teaching required.) PREREQ.: EDS 703, COREQ.: EDS 705.

EDS 705: Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children with Special Needs. 3 hours, 3 credits. Focusing on the selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse young children with special needs. Development of appropriate IFSP and IEP goals, instructional objectives, and lesson plans in relation to the child's levels of functioning and cultural and linguistic background. Also addressing the selection of instructional materials and technologies; individualization and group service delivery; collaborative teaching; training of parents as reinforcers of acquired skills; adaptive and social skill acquisition; and the evaluation of students and programs. Course requires submission of a videotaped lesson for evaluation. (45 hours Supervised Practicum Teaching: Birth–2 years and/or children 3–5 and/or children 6–8 required.) PREREQ.: EDS 703 and EDS 704; COREQ.: EDS 743; and permission of the adviser.
EDS 706: Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs. 3 hours, 3 credits. Selection, adaptation, design, and modification of a test battery for culturally and linguistically diverse young children with special needs. The development of appropriate IFSP and IEP goals, instructional objectives, and lesson plans in relation to the child's levels of functioning will be emphasized in the course. (45 hours supervised practicum teaching: Birth–2 years and/or children 3–5 and/or children 6–8 required.) PREREQ.: EDS 703; COREQ.: EDS 704.

EDS 707: The Childhood Student with Disabilities. 3 hours, 3 credits. Nature and needs of culturally and linguistically diverse childhood students (6 to 12 years of age) with a wide range of developmental delays and disability conditions. Pertinent legislation, intervention with families, developing individualized Education Programs and issues of advocacy will be studied within the context of the continuum of service delivery (inclusive, collaborative and specialized settings). (15 field work hours required.) PREREQ. or COREQ.: EDS 701 or permission of the adviser.

EDS 708: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities. 3 hours, 3 credits. Focusing on the use of formal and informal behavior assessment practices with culturally and linguistically diverse childhood students with disabilities in inclusive classrooms; the development of appropriate IEP goals in relation to behavioral assessment; the application of behavioral principles of classroom management to inclusive classrooms; and specific steps and data collection procedures to implement a behavior change process with childhood students with disabilities. (45 hours supervised practicum teaching; Grades 3–4; Grades 5–6 required.) PREREQ.: EDS 707; COREQ.: EDS 743.

EDS 709: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students with Disabilities in Inclusive Settings. 3 hours, 3 credits. Curriculum and instructional practices for use with childhood students with disabilities including: curriculum standards; designing appropriate learning programs and environments; developing strategies for teaching content area skills; developing social skill programs; collaborative teaching techniques; and the use of informal checklists in the development of IEP goals and objectives. Emphasis will be placed on the impact of cultural and linguistic diversity on program planning and skill acquisition. Use of technology for instruction and for monitoring student progress will be incorporated throughout the course. (15 practicum teaching hours required.) PREREQ.: EDS 708; COREQ.: EDS 710.

EDS 710: Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students with Disabilities in Inclusive Settings. 3 hours, 3 credits. Selection, adaptation, design, modification and evaluation of curriculum and instruction for culturally and linguistically diverse childhood students with disabilities in inclusive settings. The development of IEP goals, instructional objectives, and lesson plans in relation to the child's level of functioning and cultural and linguistic background; selection of appropriate instructional materials and technologies; whole class, small group and individualized teaching; collaborative teaching; parent training; adaptive and social skill acquisition; and the evaluation of students and programs will be addressed. Course requires submission of a videotaped lesson for evaluation. (45 hours supervised practicum teaching; Grades 3–4 and 4–5 required.) PREREQ.: EDS 708; COREQ.: EDS 709.

EDS 711: Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities in Inclusive Settings. 3 hours, 3 credits. Selection, adaptation, design, and modification of a test battery for culturally and linguistically diverse childhood students with disabilities. Students will assess children; write evaluation reports; discuss implications of findings; and make appropriate educational recommendations on the basis of test data, observational data, and ecological data. The development of appropriate IEP goals, instructional objectives, and lesson plans in relation to the child's levels of functioning will be emphasized in the course. (45 hours supervised practicum teaching; Grades 3–4 and Grades 5–6 required.) PREREQ.: EDS 710; COREQ.: EDS 741.

EDS 712: The Adolescent with Disabilities. 3 hours, 3 credits. Nature and needs of culturally and linguistically diverse adolescents with a wide range and degree of disability conditions. Pertinent legislation, intervention with families, developing IEPs and ITPs, post-secondary training opportunities and issues of advocacy will be studied in the context of the continuum of service delivery (inclusive, collaborative and specialized settings). (15 field work hours required.) PREREQ. or COREQ.: EDS 701 or permission of the adviser.

EDS 713: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Adolescents With Disabilities in Inclusive Settings. 3 hours, 3 credits. Use of formal and informal behavior assessment practices with culturally and linguistically diverse adolescents with disabilities in inclusive classrooms; the development of appropriate IEP goals in relation to behavioral assessment; the application of behavioral principles of classroom management to inclusive classrooms; the individualized application of self-management techniques and behavior contracts for adolescents where appropriate; and the specific steps and data collection procedures needed to implement a behavior change process with adolescents with disabilities. (45 hours supervised practicum teaching; Grades 9–10 and Grades 11–12.) PREREQ.: EDS 712; COREQ.: EDS 743.

EDS 714: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Adolescents With Disabilities in Inclusive Settings. 3 hours, 3 credits. Curriculum and instructional practices for use with childhood students with disabilities including: curriculum standards, designing appropriate learning programs and environments, developing effective strategies for teaching content area skills, developing social skill programs, collaborative teaching techniques and use of informal checklists in the development of appropriate IEP goals and objectives. Emphasis will be placed on the impact of cultural and linguistic diversity on program planning and skill acquisition. Use of technology for instruction and for monitoring student progress will be incorporated throughout the course. (15 practicum teaching hours at the developmental level of study required.) PREREQ.: EDS 713; COREQ.: EDS 716.

EDS 715: Research in Special Education. 3 hours, 3 credits. This course is an introduction to research and will enable students to read, critique and review professional research. Students will learn about research design, descriptive statistics, quantitative and qualitative research methods, and the use of technology in research. As a final project, the formulation of a research topic and completion of a comprehensive review of literature linked to a teaching project for EDS 718 will be required. PREREQ.: EDS 706, EDS 711, EDS 717; COREQ.: EDS 718.
EDS 716: Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Adolescents with Disabilities in Inclusive Settings. 3 hours, 3 credits. Selection, adaptation, design, modification and evaluation of curriculum and instruction for culturally and linguistically diverse adolescents with disabilities in inclusive settings. The development of appropriate IEP goals, instructional objectives, and lesson plans in relation to the adolescent’s level of functioning and cultural and linguistic background; selection of appropriate instructional materials and technologies; whole class, small group and individualized teaching; collaborative teaching; adaptive and social skill acquisition; and the evaluation of adolescents and programs will be addressed. A videotaped lesson must be submitted for evaluation to satisfy one of the requirements for this course. (45 hours Supervised Practicum Teaching: Grades 9-10 and Grades 11-12.) PREREQ.: EDS 713; COREQ.: EDS 714.

EDS 717: Practicum in Assessment of Culturally and Linguistically Diverse Adolescents with Disabilities in Inclusive Settings. 3 hours, 3 credits. A case study of a culturally and linguistically diverse learner with mild to moderate learning and behavior problems in an inclusive classroom setting from the social, educational and psychological perspectives. Master’s candidates, using print and electronic sources will be required to review pertinent literature, research methodology and teaching techniques in order to design and implement a specialized instructional program under supervision and to evaluate outcomes. Students will explore disseminating their case study findings via journals, electronic sources, conferences, etc. A videotaped lesson of this specialized instructional program integrated within an inclusive classroom must be submitted for evaluation to satisfy one of the requirements for this course. (45 hours Supervised Practicum Teaching at appropriate developmental level required.) PREREQ.: EDS 706 or EDS 711 or EDS 717; COREQ.: EDS 715.

EDS 718: Culminating Master’s Project. 3 hours, 3 credits. A case study of a culturally and linguistically diverse learner with mild to moderate learning and behavior problems in an inclusive classroom setting from the social, educational and psychological perspectives. The development of appropriate IEP goals, instructional objectives, and lesson plans in relation to the adolescent’s level of functioning will also be addressed. (45 hours Supervised Practicum Teaching: Grades 9-10 and Grades 11-12.) PREREQ.: EDS 716; COREQ.: EDS 741.

EDS 719: Advanced Practicum in Teaching Diverse Learners with Disabilities in Specialized Settings. 6 hours, 6 credits. Supervised practicum in the teaching of culturally and linguistically diverse young children, childhood students or adolescents with a broad range of moderate to severe disabilities in specialized settings. (30 Hours Supervised Practicum Teaching at the developmental level of study required.) PREREQ.: EDS 718.

EDS 722: Teaching Students with Severe Disabilities. 3 hours, 3 credits. Teaching diverse learners with severe disabilities in specialized settings across the lifespan (day treatment centers, residential schools, care facilities, and hospitals) and includes the nature and needs of individuals with severe cognitive, behavioral and/or physical disabilities, etiologies, comorbidity with other disorders, self-care and adaptive skills curricula, medical and physical management issues, and community-based transition programming. PREREQ.: Completion of requirements for M.S. Ed. in Special Education in either Early Childhood, Childhood or Adolescence or permission of the adviser.

EDS 723: Collaborative Approaches to Teaching Individuals with Severe Disabilities Across the Lifespan. 3 hours, 3 credits. An examination of the collaborative teaching relationships between special educators and: general educators, paraprofessionals/teaching assistants, parents, and service providers (speech therapists, occupational therapists, physical therapists, counselors, physicians, & nurse practitioners) and workplace supervisors. Focus on teaching responsibilities, modification of curricula, and teaching for transition to employment and independent living. PREREQ.: EDS 722.

EDS 724: Practicum in Teaching Diverse Learners with Severe Disabilities in Specialized Settings. 3 hours, 3 credits. Supervised practicum in the teaching of diverse learners with severe disabilities in specialized settings. Focus on teaching daily life skills to individuals with severe cognitive, behavioral and physical disabilities in specialized settings including providing individualized instruction in day treatment centers, residential schools, care facilities, and hospitals. (45 Hours Supervised Practicum Teaching at the developmental level of study required.) PREREQ.: EDS 722 and EDS 723.

EDS 730: Study of Early Special Education. 3 hours, 3 credits. Nature and needs of the handicapped child aged 0 to 5 years with physical, sensory, mental, and emotional handicapping conditions with a wide range and degree of difficulties. PREREQ.: EDS 700 and permission of the coordinator.

EDS 740: Nature and Needs of the Handicapped. 3 hours, 3 credits. Survey of the social and educational problems of all types of children with handicapping conditions, including sensory impairment. Content will include their cognitive, social, and emotional problems, and the medical and psychological bases for appropriate education and care.

EDS 741: Psycho-educational Evaluation of Children with Learning Problems. 3 hours, 3 credits. Theoretical bases of testing and techniques underlying psychoeducational evaluation of children with learning and behavior problems. Issues of standardized, informal, observational, computer-based, curriculum, and portfolio assessment will be addressed. Special attention will be placed on the impact of culture, language, and gender on testing. In a practicum setting, students will administer tests, score, interpret results, and share results with parents, teachers and other professionals. Issues of advocacy and self-advocacy will be addressed. (15 hours practicum teaching at the developmental level of study required.) PREREQ.: EDS 705 or EDS 710 or EDS 716; COREQ.: EDS 706 or EDS 711 or EDS 717.

EDS 742: Advanced Psycho-educational Assessment. 3 hours, testing time, 3 credits. Analysis of major issues involved in the educational assessment of culturally and linguistically diverse populations, particularly in urban settings. Course content will emphasize curriculum-based assessment, design of nonstandardized assessment instruments, and the review of pertinent research findings. PREREQ.: EDS 741 and permission of program coordinator.

EDS 743: Behavioral Assessment, Management and Change. 3 hours, 3 credits. The study of applied behavior analysis (ABA) theories and techniques for individualized academic, daily life and social/behavioral interventions with at-risk, culturally and linguistically diverse, and/or special needs children and adults across the lifespan. Specific applications of applied behavior analysis techniques for behavior management in home, school, and community settings. PREREQ.: EDS 701 or Permission of the Advisor; COREQ.: (for matriculated students only): EDS 703 or EDS 708 or EDS 713.

*EDS 744: Visual Arts for Children with Learning Problems. 3 hours, 3 credits. Workshop course using art, media, and material; readings; and discussions related to the artistic development of the child with learning problems. Art activities will be derived from the following developmental areas: organizing (preplanning,
sequencing, and ordering); body awareness; form and spatial awareness. All lab work involves visual, kinesthetic, haptic, and audio components to achieve intersensory growth and internalization of the learning experience. PREREQ.: Permission of coordinator.

*EDS 745: Curriculum, Instruction, and Management of Infants and Toddlers with Special Needs— A Practicum. 3 hours, field experience, 3 credits. A guided experience of teaching infants and toddlers with handicaps in a variety of settings. PRE- or COREQ.: EDS 746 and permission of the coordinator.

*EDS 746: Diagnostic Study and Habilitation of Infants and Toddlers with Special Needs. 3 hours, field experience, 3 credits. Theoretical bases and techniques underlying diagnostic evaluation of singly- and multiply-impaired infants and of toddlers with multiple impairments from birth to three years of age. Diagnostic-prescriptive psycho-educational principles for fostering positive development. The objective of the course is to enable the student to determine the developmental requirements of infants and toddlers with physical, psychological, neurological, and learning impairments and to develop strategies for the infant's habilitation. PREREQ.: EDS 730 and permission of the coordinator.

*EDS 747: Diagnostic Study and Special Education of Older Preschool Children with Special Needs. 3 hours, field experience, 3 credits. Theoretical bases and techniques underlying diagnostic evaluation of singly- and multiply-impaired preschoolers from 3 to 6 years of age. Diagnostic-prescriptive psycho-educational principles for fostering positive development. The objective of the course is to enable the student to determine the developmental requirements of older preschool children with physical, psychological, neurological, and learning impairments and to develop strategies for their special education and habilitation. PREREQ.: 18 credits in special education and EDS 746, or approval of the coordinator.

*EDS 748: The Adolescent with Developmental Learning Problems. 3 hours, field experience, 3 credits. The effects of unremediated learning problems on the adolescent's attempts to master curriculum. Compensatory adaptations; secondary emotional problems. Diagnostic-prescriptive program for remediation of cognitive and affective disturbances. PREREQ.: EDS 760 and 741; or permission of the coordinator.

*EDS 749: Movement for Children with Learning Problems. 3 hours, field experience, 3 credits. Integration of cognitive and affective abilities of the child with developmental learning problems through psychomotor/dance training. Designed to provide the student with competency to use psychomotor methods to permit the child access to improved learning of perceptual, linguistic, and academic skills. PREREQ.: Permission of the coordinator.

*EDS 750: Study of the Mentally Retarded and the Multiply-Handicapped Individual. 3 hours, 3 credits. Study of current research, efficacy of past and present practices, knowledge of special education terminology and theories, related services, and disciplines enabling teachers to become full participants in transdisciplinary terms. Site visits are planned to a variety of placements.

*EDS 751: Curriculum and Methodology for Retarded and Multiply-Handicapped Children. 3 hours, 3 credits. Synthesizing assessment information to develop an individualized educational plan for retarded and multiply-handicapped individuals. Knowledge of various curricular missions, strategies and methodologies, techniques, and materials. Understanding use and care of prostheses and other equipment to facilitate learning. Evaluating instructional objectives, methodology, and child-management procedures. PREREQ.: EDS 750.

*EDS 752: Development of Functional Literacy Skills in Individuals with Mental Retardation. 3 hours, 3 credits. Identification, analysis, and remediation of literacy disorders of children who are mildly retarded. Emphasis on communication skills of reading and writing, although those of listening and speaking will be included. For individuals who are moderately retarded, literacy skills contained within activities of daily living will be stressed. PREREQ.: Permission of the coordinator.

*EDS 753: Practicum—Teaching Individuals with Retardation. 3 hours, field experience, 3 credits. A guided experience of teaching individuals with retardation in a variety of settings. PREREQ.: Permission of program coordinator.

*EDS 754: Individuals with Handicaps: Vocational Environments. 3 hours, field experience, 3 credits. Developing awareness in special educators of the importance of meeting the total life career development needs of most individuals who are handicapped. The various vocational environments and agencies that accommodate the individuals with handicaps are explored. The relevance of personal and social functioning is emphasized in relation to job success. The need to adopt the principle of normalization in vocational services is stressed, along with understanding vocational assessment techniques.

*EDS 755: The Special Child in the Home, School, and Community: Strategies for Adaptation. 3 hours, field experience, 3 credits. Emphasizes the socio-ecological approach to educating the child with handicaps. This approach views behavior as a function of the relationship between the child and the environment. The course is designed to provide educators and parents with strategies to enhance the home, school, and community networks.

*EDS 756: Specialized Techniques for Teaching the Person with Emotional Handicaps. 3 hours, fieldwork, 3 credits. Investigation and field-based application of specialized behavioral techniques for teaching the emotionally handicapped learner. Behavioral techniques, humanistic approaches, and interfacing with other professionals will be explored. PREREQ.: EDS 770, 771, and 743.

*EDS 757: Transdisciplinary Approaches and the Person with Handicaps. 3 hours, fieldwork, 3 credits. Investigation and conceptualization of the roles and responsibilities of the members of the transdisciplinary teams as they relate to service delivery for individuals with handicaps in a variety of settings, including residential, day-treatment, hospital, and others. Site visits to a variety of placements will be required. PREREQ.: Permission of the coordinator.

*EDS 758: Practicum—Teaching the Individual with Multiple Handicaps. 3 hours, field experience, 3 credits. A guided experience of teaching children and adults with handicaps in a variety of settings. PREREQ.: Permission of the coordinator.

*EDS 759: Curriculum, Instruction, and Management of Older Preschool Children with Special Needs— A Practicum. 3 hours, field experience, 3 credits. A guided experience of teaching preschoolers with handicaps in a variety of settings. PRE- or COREQ.: EDS 747 and permission of the coordinator.

*EDS 760: Study of the Person with Learning Disabilities. 3 hours, 3 credits. Study of the theory of specific learning disability. Examination of psychological, neurological, and linguistic theories of language and learning. Emphasis on the behavioral characteristics of individuals with specific disabilities, and general implications for instruction. PREREQ.: Permission of the coordinator.
*EDS 761: Curriculum Planning in Learning Disabilities. 3 hours, 3 credits. Examination of basic concepts in curriculum design and their implications for selection and/or modification of curricula for individuals with specific learning disabilities in classroom and clinical settings. PREREQ.: EDS 760 and permission of the coordinator.

*EDS 762: Practicum in Remediation of Specific Disabilities. 3 hours, 3 credits. (May be re-elected to 6 credits.) Supervised practicum in the identification, analysis, and remediation of specific learning disabilities. PREREQ.: EDS 760, EDS 741, and permission of the coordinator.

EDS 763: Seminar in Current Issues and Problems in Special Education. 3 hours, 3 credits. The critical analysis and in-depth study of current issues and problems in special education. Topics covered will be relevant to the education of the child with special needs and will include issues such as funding, legislation, litigation, labeling, mainstreaming, and teacher attitudes. PREREQ.: 9 credits in special education or related fields, and permission of the coordinator.

*EDS 764: Practicum in the Assessment of Specific Learning Disabilities. 3 hours, 3 credits. (May be re-elected to 6 credits.) Supervised practicum in the remediation of specific learning disabilities. PREREQ.: EDS 741 and 761, and permission of the coordinator.

*EDS 765: Program Planning for Special Education. 3 hours, 3 credits. Analysis of factors affecting the design and implementation of special education programs for schools and/or alternative settings—foster homes, group homes, intermediate facilities, and regional centers. Program design and implementation under supervision. PREREQ.: Permission of program coordinator.

*EDS 767: Practicum in Remediation of Specific Learning Disabilities. 3 hours, 3 credits. (May be repeated to a maximum of 6 credits.) Supervised practicum in the remediation of specific learning disabilities. PREREQ.: EDS 741 and 761, and permission of the coordinator.

*EDS 770: Study of the Person with Emotional Handicaps. 3 hours, 3 credits. Study of the characteristics, development, and behaviors of the emotionally handicapped. Emphasis on implications for management and education. PREREQ.: Permission of the coordinator.

*EDS 771: Planning Curricula for the Person with Emotional Handicaps. 3 hours, 3 credits. Techniques for analyzing the strengths and weaknesses of individual students with emotional handicaps. Practice in selecting goals to be sought in working with the student, in determining strategies for teaching, and in designing appropriate materials for use in working toward these goals. PREREQ.: EDS 770 and permission of the coordinator.

*EDS 772: Practicum in Teaching the Person with Emotional Handicaps. 6 hours, 6 credits. Supervised practicum in teaching the emotionally handicapped. PREREQ.: EDS 771 and permission of the coordinator.

*EDS 790: Independent Study in Special Education. 1-3 hours, 1-3 credits (May be re-elected for up to 6 credits). Individual study, under supervision. PREREQ.: 18 credits completed in Special Education and permission of coordinator.

COURSES IN BILINGUAL SPECIAL EDUCATION

*EBS 701: Issues in Bilingualism. 3 hours, 3 credits. The nature of bilingualism as a societal and individual phenomenon. In-depth study of linguistic, applied linguistic, psycholinguistic, socio-linguistic, neurolinguistic, and educational aspects of bilingualism. PREREQ.: Permission of the coordinator.

*EBS 741: Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Problems. 3 hours, 3 credits. Theoretical bases and techniques underlying the psycho-educational evaluation of bilingual children with learning and behavior problems. The specific concerns related to the assessment of bilingual individuals will be highlighted, including attitudes of school personnel, test bias, misuse of tests, culture-specific tests and local norms, culture-fair tests, procedures and instruments for unbiased testing, and nondiscriminatory assessment models and practices for teachers and evaluators. PREREQ.: EBS 701, 760, and permission of the coordinator.

*EBS 761: Curriculum Planning for Bilingual Students with Mild to Moderate Learning and Behavior Problems. 3 hours, 3 credits. Curriculum development, use of specialized teaching techniques and adaptation of instructional materials for bilingual students with mild to moderate learning and behavior problems. PREREQ.: EBS 701, EDS 740, EBS 760, EBS 741, or permission of the coordinator.

*EBS 767: Practicum in the Remediation of Bilingual Students with Mild to Moderate Learning and Behavior Problems. 3 hours, 3 credits. Supervised practicum in the remediation of bilingual students with mild to moderate learning and behavior problems. PREREQ.: EBS 741, 760, 761, and permission of the coordinator.

*EBS 768: Practicum in the Assessment of Bilingual Students with Mild to Moderate Learning and Behavior Problems. 3 hours, 3 credits. Supervised practicum in the assessment of bilingual students with mild to moderate learning and behavior problems. PREREQ.: EBS 741, EDS 742, EBS 761, or permission of the coordinator.

COURSES IN FAMILY AND CONSUMER STUDIES

FCS 501: Current Problems in Family and Consumer Studies. 1 hour, 1 credit. (Open to all graduate students. May be re-elected by FCS matriculants up to a maximum of 8 credits with a change in topic.) Topics will be announced before the start of each semester.

FCS 503: Current Problems in Family and Consumer Studies. 3 hours, 3 credits. (Open to all graduate students. May be re-elected by FCS matriculants up to a maximum of 9 credits with a change in topic.) Topics will be announced before the start of each semester.

*FCS 571: The Family and the Law. 3 hours, 3 credits. Examination of laws that directly affect the family: laws pertaining to marriage, adoption, estate planning, foster care, and family relations. Emphasis on the work of federal, state, and local agencies; and legal requirements, prescriptions, etc., in the areas of consumer health protection, housing, and financial management.

FCS 601: Seminar in Family and Consumer Studies. 1 hour, 1 credit. (May be repeated for credit as often as the topic changes.) Recent developments in specific topics. PREREQ.: Chair's permission.

*FCS 611: Clothing Management. 3 hours, 3 credits. Recent developments in the production, purchase, and utilization of textiles and clothi-
ing as they relate to the management of personal and family problems. Evaluation of methods and materials for teaching clothing management. PREREQ.: FCS 202 and 302 (or equivalents).

*FCS 651: Housing for Family Living I. 3 hours, 3 credits. The effect of housing and home environment on the quality of family living. Criteria for the selection of rented, owned, and public housing to fit individual family needs. Trends in housing and community planning. Individual and family responsibilities for improving housing. PREREQ.: FCS 180 and 219 (or equivalents).

*FCS 652: Housing for Family Living II. 3 hours, 3 credits. Analysis of social and physical design features in old and new housing, public and private, with concentration on the effect of housing and home environment on family living. Interrelationship of design and problems of livability with principles of space planning and the effect of design on housing and maintenance costs. PREREQ.: FCS 651.

*FCS 661: Developing Family and Consumer Studies Program. 3 hours plus research project. 3 credits. Principles, procedures, and problems in developing school and community education for home and family living, with emphasis on the development of individual and family responsibilities for improving housing. PREREQ.: ESC 431. PREREQ.: Permission of the coordinator.

FCS (ESS) 671: Family Development. 3 hours plus field study. 3 credits. Study of the family cycle, with focus on developmental tasks and changing roles of family members. Proposal for strengthening families. Review of methods and materials for secondary-school teaching of family living.

FCS 672: Economic Problems of Family. 3 hours plus field study. 3 credits. Study of the economic status of American families with respect to incomes, employment, housing, and social security. Factors affecting cost of living. The contribution of resource management to the economic welfare of families. Consideration of methods and materials for the teaching of family economics and home management. PREREQ.: FCS 316 and 307 (or equivalents).

*FCS 673: Home Economics—Aspects of Consumer Education. 3 hours, 3 credits. Selection and use of goods and services related to improvement of family living. Individual studies of consumption practices and selected consumer problems. Responsibilities of home economists as consumer advisers.

FCS 674 (HEA 625): Seminar in Human Sexuality. 3 hours, 3 credits. Analysis of current trends, problems, and issues. PREREQ.: FCS 671 and graduate coordinator’s permission.

COURSES IN SPECIAL SUBJECTS

ESS (FCS) 671: Family Development. 3 hours plus field study. 3 credits. (See description under FCS [ESS] 671.)

ESS 705: Project Seminar I. 3 hours, 3 credits. Formulation by each student of a significant project related to a special field in education: definition, design, and method for carrying out the project; recapitulation of relevant material; and completion of an outline. Students will work individually, or in small groups, with an instructor. PREREQ.: Permission of the program coordinator.

ESS 706: Project Seminar II. 3 hours, 3 credits. Completion of the project undertaken in ESS 705, including a written report on the research or curriculum development carried out, the results of the work, the bases for evaluating the results, and the author’s recommendations to others interested in the subject. PREREQ.: ESS 705.

*ESS 719: The Dynamics of Working with Groups. 3 hours, 3 credits. An investigation of theories and research in the area of classroom group dynamics. Study of group development and classroom behavior. Supervised experience in conducting classroom group discussions, guided observation of large and small groups in action, and directed reading in the literature of classroom group behavior. PREREQ.: Graduate adviser’s permission. Field experience or working with a group may be required.

*ESS 766-767: Comparative Analysis of English and Spanish I and II. Each 3 hours, 3 credits. I. A descriptive study of American English and Spanish based on current usage. A systematic outline of the sound system, the language patterns, and the vocabulary of both languages. II. Comparison and contrast of the linguistic features of both languages.

*ESS 771: Mental Hygiene. 3 hours, 3 credits. Current problems in mental hygiene of the child. Mental hygiene factors in the nursery school and kindergarten, preschool, middle school, later childhood, and adolescent periods.

*ESS 782: The Slow Learner. 3 hours, 3 credits. The organization of appropriate programs and curricula and the techniques of instruction for the slow learner in elementary and secondary schools. PREREQ.: Full-time teaching experience.

*ESS 783: Education of the Gifted. 3 hours, 3 credits. Analysis of the nature and development of gifted children and of educational provisions indicated for them in modern theory and practice. Workshop, research, and case-study procedures stressed. PREREQ.: Teaching experience.

*ESS 785: Microcomputers in Specialized Educational Services. 3 hours, 3 credits. This course provides a comprehensive overview of computer applications in the areas of counseling and guidance, family and consumer studies, reading, and special education. Use of computers to deliver specialized educational services to students across a broad range of ages and instructional needs will be emphasized. PREREQ.: Permission of the coordinator.

ESS 789: Workshops in Curriculum Design. 1–3 hours, 1–3 credits. (May be reelected for credit, with graduate adviser’s permission, when the topic changes.) Theoretical and practical approaches to design of curricula. NOTE: Curriculum areas will be announced each semester.

ESS 790: Workshops in Curriculum Materials Development. 1–3 hours, 1–3 credits. (May be reelected for credit, with graduate adviser’s permission, when the topic changes.) Selection and development of instructional materials. NOTE: Curriculum areas are announced each semester.

*ESS 793: The Mass Media in Education. 3 hours, 3 credits. Techniques for planning, selecting, using, and evaluating the mass media in light of research findings, curriculum objectives, and the needs of students.

*ESS 794: Technological Resources for Teaching and Learning. 3 hours, 3 credits. Techniques for planning, selecting, using, and evaluating technological systems and aids for learning and teaching. These will be examined in the light of research findings, curriculum objectives, and the needs of students. Programmed materials and associated equipment: projectors, recordings, closed-circuit television, video and kinescope recording, automated record keeping, and measurement devices.

*ESS 795: Audiovisual Instruction for the Classroom Teacher. 3 hours, 3 credits. The contribution of audiovisual instructional media (including slides, filmstrips, films, records, computers, and radio and television) to learning. Research equipment, materials, and methods of use for effective teaching and maximal learning. The selection, preparation, creation, and use of AV materials to enrich the learning situation.
COURSES IN EDUCATIONAL MEDIA

EDI 703: Multimedia Production for Educational Environments. 3 hours, 3 credits. Plan, design, implement, and assess multimedia tutorials and projects to support problem-based learning and research across the curriculum. PREREQ.: EDE 777 and permission of the program coordinator.

EDI 704: Technology, Problem Solving, and Critical Thinking in Education. 3 hours, 3 credits. Review and application of educational theories and research addressing the new technologies supportive of problem solving, critical, and higher order thinking. PREREQ.: EDE 777 and permission of the program coordinator.

EDI 705: Distance Learning and Electronic Communications Applied to Educational Environments. 3 hours, 3 credits. Design and analysis of reformed curriculum incorporating the Internet, videoconferencing, electronic communication, and interactive distance learning classrooms supportive of critical and higher order thinking. PREREQ.: EDE 777 and permission of the program coordinator.

EDI 706: LANS, Networks, and Infrastructure Design and Analysis in Educational Environments. 3 hours, 3 credits. Investigation of design characteristics of local area networks (LANS), intranets, and the global Internet (WANS). Issues to be addressed include infrastructure design and management, security maintenance, ethical and legal questions, curriculum development, professional development of users, and the obtaining and allocation of resources for continued support of existing and planned systems. PREREQ.: EDI 705 and permission of the program coordinator.

EDI 719: Instructional Design. 3 hours, 3 credits. Introduction to the principles and procedures for assessing learners and learner groups, articulating goals and objectives, planning and implementing instructional media, and evaluating results of this instruction.

EDI 720: The Mass Media in Education. 3 hours, 3 credits. The nature of the media in society and its impact on education, viewed in light of communication theory, research findings, and curriculum objectives.

EDI 721: Educational Media Production I. 3 hours, 3 credits. Production and application of still images using a variety of equipment (such as cameras, slide projectors, overhead and opaque projectors) and production and application of slide tapeseries; use of terms and concepts in producing and examining images. COREQ.: EDI 719 or coordinator’s permission.

EDI 722: Educational Media Production II. 3 hours, 3 credits. Production and application of educational materials using moving images and sound (super 8mm film/videotape); use of basic visual terms and concepts in producing and examining these productions. PREREQ.: EDI 719 and 721. COREQ.: EDI 723 or permission.

EDI 723: Instructional Resources for Teaching and Learning. 3 hours, 3 credits. Locating, evaluating, selecting, and using resources appropriate to the solution of selected educational problems. PREREQ.: Coordinator’s permission.

EDI 724: Practicum in the Application of Media to Educational Problems. 3 hours, 3 credits. Designing and evaluating instructional materials in field settings (schools, hospitals, prisons, etc.).

EDI 790: Videotape and Closed-Circuit Television Productions. 3 hours, 3 credits. The uses of videotape and closed-circuit television in the curriculum; planning, presenting, and analyzing TV videotape productions for educational programming.

EDI 791: Documentary Film. 3 hours, 3 credits. Survey of nonfiction film. Study of 16-mm films analyzed in terms of intention, style, quality, and applicability to classroom situations. Students will review current film and television productions. Classroom film documentation of teaching techniques.

EDI 792: Simulation and Games. 3 hours, 3 credits. An introduction to the theory, use, evaluation, and creation of simulation and game situations in school.

EDI 793: Intermedia Production Techniques. 3 hours, 3 credits. Principles of film, animation, editing, macro photography, monaural and stereo recording, and multiscreen projection, and the integration of these media in classroom presentation.

Areas of Specialization Within Family and Consumer Studies

FCS 651: Housing for Family Living I
FCS 652: Housing for Family Living II
FCS 672: Economic Problems of Family Family Life and Child Development
FCS 571: The Family and the Law
FCS 671: Family Development
FCS 673: Home Economics—Aspects of Consumer Education
FCS 674 (HEA 625): Seminar in Human Sexuality
FCS 611: Clothing Management
FCS 501: Current Problems in Family and Consumer Studies
FCS 503: Current Problems in Family and Consumer Studies
FCS 601: Seminar in Family and Consumer Studies
FCS 661: Developing Family and Consumer Studies Program

* Not expected to be offered in 2002-04