

Addendum to the Graduate Education Curriculum

2009-2012



This Addendum to the 2009-2012 Graduate Bulletin reflects recently approved changes made to the curriculum of the Division of Education between 2009 and 2011, and reflects the Programs of Study that will be evaluated by NCATE.

RESPECTFULLY SUBMITTED

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Division of Education

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Department of Elementary & Early Childhood Education

Chair: Mary Bushnell Greiner

Department of Secondary Education & Youth Services

Chair: Eleanor Armour-Thomas

Department of Educational & Community Programs

Chair: Craig Michaels

PROGRAMS IN EDUCATION

Queens College offers integrated programs of advanced studies leading to the degree of Master of Science in Education. Through these programs students enrich their knowledge of a specialized area of education or a related area of human service; and they develop the attitudes, knowledge, and skills needed for successful professional practice.

In addition to master's degree programs, Queens College offers special advanced certificate programs for prospective school administrators and supervisors and school psychologists.

For students with baccalaureate degrees who lack undergraduate work in education and/or areas related to the school curriculum, initial certificate programs are available in Elementary and Early Childhood Education (*Master of Arts in Teaching*, see below) and Secondary Education (*Initial Certificate Program*, see below).

Graduate students are allowed to transfer up to 12 credits from other institutions with permission of the appropriate Chair. The degree of Master of Science in Education must be completed within three years of the date of the first credit earned, with a one-year extension possible.

The Master of Science in Education is granted in the following areas:

	<i>HEGIS Code</i>
Art Ed	0831
Childhood Ed, Grades 1–6	0802
Counselor Ed	0826.01
School Counseling	
Mental Health/Substance Abuse Counseling	
Early Childhood Ed (B–2)	0823
Childhood Ed with Extension in Bilingual Ed	0899
English Ed	1501.01
Family and Consumer Science	1301.01
Foreign Languages Ed	

French	1102.01
Italian	1104.01
Spanish	1105.01
Literacy Ed, Birth–Grade 6 and Grades 5–12	0830
Mathematics Ed	1701.01
Music Ed	0832
Physical Ed	0835
School Psychology	0826.02
Science Ed	
Biology	0401.01
Chemistry	1905.01
Earth Science	1917.01
Physics	1902.01
Social Studies Ed	2201.01
Special Ed	0808
Teaching English to Speakers of Other Languages	1508

Professional Certificate Programs

Initial Certificate and Diploma programs* are offered in the following areas:

Educational Leadership (post-master's)
School Psychology
Secondary Ed (post-baccalaureate)

Awards

The Albert Angrilli Award in School Psychology is an annual award of \$200 given to a graduating student in the school psychology program who has demonstrated excellence in academic achievement as well as commitment to the field of school psychology. The recipient is an individual who holds promise for becoming an outstanding school psychologist. For information, please contact the school psychology program coordinator.

*30-credit initial certificate

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The Alice Artzt Mathematics Teaching Award. \$1,000 is granted to a graduating student in the Master of Science program in mathematics education. The criteria employed by the committee in choosing the individual are: grade-point average of 3.75 education index; 3.50 college index along with grade of A in student teaching (if taken at the college). Demonstration of special traits such as dedication, extra effort, need; a philosophy of teaching reflecting the approach recommended by the National Council of Teachers of Mathematics.

The Clarence Bunch Art Education Award. \$100 is granted to a graduating undergraduate or graduate student in the Art Education Program. This award is administered in honor of Clarence Bunch, who was a faculty member in the program for many years and chair of the Department of Secondary Education & Youth Services. The criteria in choosing the individual are grade-point average and dedication to arts in education.

The Robert Edgar Award in Social Studies. \$150 is granted to a graduating undergraduate or graduate student in the social studies secondary education program. This award is administered in honor of Robert Edgar, who was a faculty member in the Department of Secondary Education & Youth Services. The criteria in choosing the individual are grade-point average and a dedication to teaching social studies.

The Alan Richard Hamovitch Award for Excellence in Special Education. \$1,000 is given annually to a graduating student of the master's degree program in special education. The recipient must have an outstanding record of scholarship and teaching and have plans to continue in the field of special education. For information, contact the special education program coordinator.

The John Lidstone Award in Education. \$500 is granted to an undergraduate or graduate student who plans on returning to the field of education. This award is administered in honor of John Lidstone, who was a faculty member and Dean of Education. Criteria in choosing the individual are grade-point average and dedication to the teaching profession.

The Dr. O. Bernard Liebman Award is given annually to an exceptional school psychology student in her/his internship year who demonstrates dedication and service to the field of school psychology.

The Corinne J. Weithorn Scholarship in School Psychology. The school psychology program is proud to administer a scholarship in honor of Corinne J. Weithorn, who was a faculty member in the program for two decades and chair of the Department of Educational & Community Programs. Professor Weithorn was strongly supportive of all her students. In particular, she was aware of the difficulties experienced by graduate students who were also mothers of young children. The Weithorn family has established a fund for a scholarship of \$6,000 to assist a woman school psychology student who is raising a family while pursuing her education. For information, contact Roslyn P. Ross, Chair, School Psychology Scholarship Committee.

Field Opportunities

Fieldwork opportunities are available for graduate students in numerous schools and agencies. All programs in education require extensive field experiences closely related to specific coursework.

Career Placement Services

As a service to its students, the Division of Education maintains a Career Placement Office (718-997-5545). Students, including classroom teachers, curriculum specialists, guidance and counseling personnel, school psychologists, and elementary and secondary school administrators and supervisors, may register with the office by setting up a career placement file with recommendations and an ongoing record of their professional qualifications and experience.

Students are urged to register with the Career Placement Office when they have completed 12 credits of graduate work at Queens. Those who have registered as undergraduates need not reregister, but should bring their records up-to-date.

Field Placement Offices

Three field placement offices coordinate assignments for student teaching and other field experiences required in the programs.

New York State Certification

All programs are registered with the New York State Education Department to provide initial and/or professional certificates in teaching or provisional or permanent certification in educational practice. Candidates for graduation or program completion should apply for New York State certification at the Office of Teacher Certification.

New York City Licensing

New York City licensing requirements occasionally change. It is the responsibility of students to determine whether their course of study will meet in full the city requirements. Students may make inquiries for information *only* in the Career Placement Office (718-997-5545).

Elementary & Early Childhood Education

Chair: Mary Bushnell Greiner

Dept. Office: Powdermaker Hall 054, 997-5302

The Department of Elementary & Early Childhood Education (EECE) offers graduate programs leading to New York State certification in childhood education, grades 1–6, and early childhood education, birth–grade 2 (B–2); and literacy education, birth–grade 6 (B–6). These programs prepare teachers to support learning and development within the family, culture, and community contexts of students and schools. EECE programs share a commitment to educational practices that honor linguistic and cultural diversity, and integrate technology and instruction to enhance learning.

For students who have completed a teacher certification program in elementary/early childhood and currently hold a provisional or initial teaching certificate, the department offers a 39-credit program in Childhood Education (grades 1–6), a 36-credit program in Early Childhood Education (birth–grade 2), and a 39-credit program in Literacy Education (birth–grade 6). For students who did not complete an elementary education certification program as undergraduates, EECE offers a 45-credit program leading to the Master of Arts in Teaching degree (MAT). In collaboration with the Department of Educational and Community Programs (ECP), EECE offers a 60-credit dual-certificate program leading to the MAT with certification in childhood education and special education. For certified teachers who have completed their MEd and are interested in pursuing advanced study, the department offers 15-credit post-Masters study programs in Early Childhood Education (Birth to Second Grade), Language Minority Education, Child Developmental Psychology, Science Education, Social Studies Education, Math Education and Children’s

Literature. The department also offers an 18-credit post-Masters program in Literacy Education that leads to certification as a Literacy Specialist B-6.

Courses are generally offered in the late afternoon and evening. Part-time students normally register for 6 credits each semester. A typical full-time program would be 12 credits each semester and 6 credits in the summer.

Important note: To conform to changing NYS regulations, EECE graduate programs have been substantially restructured. Each semester, the department holds informational sessions about NYS certification and program requirements. Students considering graduate study in elementary and early childhood are encouraged to attend. Contact the department (997-5302) for the schedule.

Departmental Standards for All Programs

Responsible training for work in the areas of elementary and early childhood education requires that candidates, in addition to meeting their program’s academic requirements, also demonstrate appropriate professional behavior in all classroom, field, and professional settings. Such behavior includes, but is not limited to, interpersonal skills, professional judgment, ethical conduct, and academic integrity. In addition, candidates are expected to demonstrate oral and written communication proficiency, sensitivity to student issues, including those related to diverse backgrounds, practices, and beliefs, as well as the effective management of personal stress or adjustment difficulties. Candidates who fail to meet these personal and professional standards will be subject to review by their program faculty and/or the EECE Student Review Committee, and sanctions, such as dismissal from the program, may result. Students have the right to appeal, and should familiarize themselves with guidelines set forth in this *Addendum to the Graduate Bulletin*.

FACULTY

- Bushnell Greiner, Mary, Chair, *Associate Professor*, PhD 1998, University of Virginia: social foundations of education, cultural anthropology
- Akiba, Daisuke, *Associate Professor*, PhD 2000, Brown University: interdisciplinary studies in experimental psychology and education
- Baghban, Marcia M., *Professor*, EdD 1979, Indiana University: language arts and reading education
- Bisland, Beverly, *Assistant Professor*, EdD 2004, Teachers College, Columbia University: social studies education
- Cooper, Patricia M., *Associate Professor*, PhD 1999, Emory University: educational studies, early childhood education
- Foote, Mary, *Associate Professor*, PhD 2006, University of Wisconsin at Madison: math education and math education equity
- Fraboni, Michelle, *Lecturer*, MEd 1998, Queens College, CUNY: elementary education; doctoral work in progress at Teachers College, Columbia University: instructional technology and media
- Harris, Gloria A., *Assistant Professor*, EdD 1968, Teachers College, Columbia University: social studies, multicultural education
- Johnson, Helen L., *Professor*, PhD 1972, University of Wisconsin: educational policy studies, language and cognitive development
- Kabuto, Bobbie, *Assistant Professor*, PhD 2006, Hofstra University: reading, language, and cognition
- Kesler, Theodore B., *Assistant Professor*, PhD 2007, Teachers College, Columbia University: curriculum specialist, language arts, and children’s literature
- Lashley, Cynthia, *Assistant Professor*, PhD 2007, Erikson Institute/Loyola University: early childhood education
- Li, Harriet, *Lecturer*, MEd 2003, Queens College, language and literacy development
- Lipnevich, Anastasiya A., *Assistant Professor*, PhD 2007, Rutgers University: educational psychology,

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testing and assessment
 Michael-Luna, Sara, *Assistant Professor*, PhD 2005, University of Wisconsin at Madison: early childhood education, language and literacy
 Saint-Hilaire, Line, *Assistant Professor*, PhD 2006, City University of New York: science education
 Shady, Ashraf, *Assistant Professor*, PhD 2008, City University of New York: science education
 Shin, Sunghye, *Assistant Professor*, EdD 2006, Teachers College, Columbia University: instructional technology and media
 Spradley, Patricia, *Assistant Professor*, EdD 1996, Teachers College, Columbia University: higher and adult education administration
 Spring, Joel, *Professor*, PhD 1969, University of Wisconsin at Madison, educational policy studies
 Steuerwalt, Karen M., *Lecturer*, MA 1990, Adelphi University: early childhood and elementary education
 Swell, Lila, *Associate Professor*, EdD 1964, Teachers College, Columbia University: creative methods in affective education
 Tinio, Pablo P.L., *Assistant Professor*, DSP 2010, University of Vienna: aesthetics and educational psychology
 Turkel, Susan B., *Associate Professor*, EdD 1977, Teachers College, Columbia University: mathematics, science, computer education
 Turner, Franklin D., *Assistant Professor*, PhD 2007, Rutgers University: urban educational policy, educational psychology
 Velasco, Patricia, *Assistant Professor*, EdD 1989, Harvard University: bilingual education, indigenous education
 Zarnowski, Myra S., *Professor*, EdD 1983, University of Georgia: language arts and social studies education

New York State Certificates in Elementary and Early Childhood Education

New York State is currently changing the certificate titles for elementary and early childhood education.

In conformance with these changes, students entering EECE graduate programs with NYS provisional certification in Pre-K–6 (awarded through February 2, 2004) will be eligible for NYS permanent certification in Pre-K–6 upon completion of the MSED program. Students entering EECE with NYS initial certification in Childhood Education, Grades 1–6, will be eligible to obtain professional certification in Childhood Education, Grades 1–6, Early Childhood Education, B–2, and/or Literacy Education B-6, as indicated in the program descriptions that follow.

Admissions Requirements and Prerequisites for MSED Programs

Students are required to hold a bachelor’s degree with a minimum cumulative GPA of 3.0, and a NYS initial certificate in Childhood Education, Grades 1–6, or provisional certificate in Pre-K–6. Applicants are required to provide writing samples on site. Additional application requirements are specified on the application form. Applicants may enter the program only as matriculating students. The department holds several workshops about program requirements and application procedures; interested students are encouraged to contact the department (997-5302) for application deadlines and further information.

Once students are accepted, they will be invited to an orientation meeting. Students can schedule a meeting with an advisor to review the student’s background and interests and assist with course selection and program planning.

Master of Science in Education (MSED), Early Childhood Education, Birth–grade 2

Advisor: Patricia M. Cooper

The MSED in Early Childhood Education, B–2, is designed for students with initial certificates in Childhood Education, Grades 1–6, who are interested in adding a second certificate area. The program presents

TABLE I
Coursework for New York State Professional Certificate Early Childhood Education, B–2*

Note: The Early Childhood Education, B-2 professional certificate program is designed for students with an initial certificate in Childhood Education, 1-6. The requirement for interdisciplinary courses does not apply to students seeking to add B-2 as an additional certificate title. However, students are required to have a field placement in the new certificate area. For students entering the program with NYS provisional certification in Pre-K-6 (this certificate was awarded through February 2, 2004), EECE 730 is not required. Instead, students take an additional course within their specialization.

Pedagogical Core (12 credits)

EECE 703. Classroom Realities in Diverse Settings	3 cr.
EECE 710. Ecological Perspectives on Development: Early Years	3 cr.
EECE 721. Professional Issues in Early Childhood Education	3 cr.
EECE 722. Language and Literacy Learning	3 cr.

Curriculum in Action (12 credits)

EECE 724. Curriculum and Environmental Design I	3 cr.
EECE 725. Curriculum and Environmental Design II	3 cr.
EECE 728. Integrating Expressive Arts	3 cr.
EECE 737. Infants and Toddlers: Curriculum and Teaching	3 cr.

Research into Practice (6 credits)

EECE 780. Introduction to Educational Research	3 cr.
EECE 782. Inquiry into Teaching: Thesis	3 cr.

Elective (3 credits)

See advisor for recommendations.	3 cr.
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Practicum (3 credits)

EECE 730.	3 cr.
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Total 36 cr.

*These curriculum requirements are currently under revision.

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TABLE 2 Coursework for New York State Professional Certificate Childhood Education, Grades 1–6

Advanced Study Core (15 credits)

Students select one of the following 3-credit courses:

EECE 702. Social Foundations of Education	
EECE 704. Major Contemporary Issues in Education	
EECE 705. School and Community Relations	3 cr.

Students select one of the following 3-credit courses:

EECE 710. Ecological Perspectives on Development: The Early Years	
EECE 711. Ecological Perspectives on Development: The Childhood Years	3 cr.
EECE 703. Classroom Realities in Diverse Settings	3 cr.
EECE 780. Introduction to Educational Research	3 cr.
EECE 782. Teacher as Researcher	3 cr.

Interdisciplinary Core (12 credits)

EECE 796. Exploring Problems in History Through Literature	3 cr.
EECE 797. Queens County as a Learning Lab	3 cr.
EECE 798. Reading and Writing for Learning in Science	3 cr.
EECE 799. Exploring Mathematical Ideas Through Literature	3 cr.

Specialization (12 credits)

Students are required to complete 12 credits in a specialty area:

Two required courses	6 cr.
Two electives	6 cr.

Total 39 cr.

All students are required to complete a specialization in a high priority area. The seven specializations are described on this and the following page.

TABLE 3 Coursework for MEd in Literacy Education and NYS Professional Certificate for Literacy Specialist B-6

Foundations, Theory, and Research (21 credits)

EECE 722. Language Learning in Cross-Cultural Perspectives	3 cr.
EECE 731. Teaching Beginning Reading and Writing	3 cr.
EECE 746. Nonfiction for Children	3 cr.
EECE 773. Families, Stories, and Literacy	3 cr.
EECE 780. Introduction to Educational Research	3 cr.
EECE 787. Research in Language and Literacy	3 cr.
EECE 782. Teacher as Researcher	3 cr.

Professional Specialization (18 credits)

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment	3 cr.
EECE 801. The Role of the Literacy Specialist	3 cr.
EECE 802. Teaching Strategies for the Literacy Specialist	3 cr.
EECE 803. Authentic Assessment	3 cr.
EECE 804. Standards-Based Assessment	3 cr.
EECE 805. Literacy Practicum	3 cr.

an integrated approach to curriculum and environmental design. The program acknowledges the unique needs and learning patterns of very young children as the foundation for shaping the content of courses for professionals in early childhood education. Required coursework is summarized in Table 1. Students are required to have a minimum of 50 hours of course-related field experience prior to the Practicum.

Master of Science in Education (MEd), Childhood Education, Grades 1–6

Advisors: Bisland, Fraboni, Saint-Hilaire, Spring, Turkel, Zarnowski

The MEd in Childhood Education, Grades 1–6, is designed for students with initial certificates in Childhood Education, Grades 1–6, or Early Childhood, B-2, who are interested in pursuing advanced pedagogical study within their certificate area. It emphasizes an inquiry-based approach to the study of learning and teaching. In addition to fulfilling core course requirements, students in this program complete a 4-course specialization in one of seven areas: Children’s Literature, Education for Diverse Learners, Family and Community Studies, Instructional Technologies, Language and Literacy, Mathematics Education, or Science Education (specializations are described below). Students also are required to complete four interdisciplinary courses that have been developed in collaboration with the liberal arts and sciences departments. In some instances, the interdisciplinary courses also fulfill requirements for some of the specializations. Required coursework is summarized in Table 2. Courses that lead to the Bilingual Extension may be taken as part of this program. Students interested in obtaining the Bilingual Extension should contact Dr. Patricia Velasco (997-5318).

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**TABLE 4. Master of Arts in Teaching
Sequence of Coursework Leading to New York State Initial Certificate
Early Childhood Education, B–2***

Pedagogical Core (12 credits)

Ecology of Childhood (Students select one):

EECE 702. Social Foundations of Education	
EECE 704. Major Contemporary Issues in Education	
EECE 705. School and Community Relations	3 cr.

Ecological Perspectives on Development

EECE 710. Ecological Perspectives on Development: The Early Years	3 cr.
EECE 721. Professional Issues in Early Childhood	3 cr.
ECPSE 550. Foundations of Special Education	3 cr.

Curriculum in Action (21 credits)

EECE 520. Language Development and Emergent Literacy	3 cr.
EECE 525. Language Literacy Learning in the Elementary Years	3 cr.
EECE 724. Curriculum and Environmental Design for Early Childhood, Part I	3 cr.
EECE 725. Curriculum and Environmental Design for Early Childhood, Part II	3 cr.
EECE 750. Modern Learning Technologies	3 cr.
EECE 728. Expressive Arts	3 cr.
EECE 737. Infants and Toddlers: Curriculum and Teaching	3 cr.

Student Teaching (6 credits)

EECE 565.	6 cr.
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Upon completion of these 39 credits, students are eligible for the NYS Initial Certificate in Early Childhood Education, B–2, contingent upon passing LAST, ATS-W, and CST Exams, and completing state-approved training seminars on child abuse, maltreatment, and abduction; substance abuse; school violence; safety education.

Research into Practice (6 credits)

EECE 780. Introduction to Educational Research	3 cr.
EECE 781. Inquiry into Teaching	3 cr.

Total 45 cr.

Upon completion of these 45 credits, students receive the degree of Master of Arts in Teaching.

*These curriculum requirements are currently under revision.

Children’s Literature

Advisor: Myra S. Zarnowski

In this specialty, teachers develop an appreciation of the broad range of children’s literature, a critical perspective for reading literature, and strategies for sharing books with children for instructional purposes and for enjoyment. Major themes in the courses include deepening students’ understanding of various types of literature, aligning literature with instructional goals and strategies, and understanding theory and research in children’s literature. Elective courses may be selected from other specialties with the Advisor’s approval.

Education for Diverse Populations

Advisor: Patricia Velasco

In this specialty, teachers examine ways to integrate non-native speakers of English into elementary school classes. Major themes in the courses include theory and research in second language learning, differences in oral and written bilingual learning, content learning in bilingual contexts, assessment, cross-cultural communication, and communication with families. Elective courses may be selected from other specializations with the Advisor’s approval.

Family and Community Studies

Advisor: Joel Spring

In this specialty, teachers examine the social systems and contexts that support and shape children’s learning and development. Major themes in the courses include families as contexts for learning, sociocultural influences on child development and learning, building home-community-school collaborations, and strategies for strengthening family participation in school settings. Elective courses may be selected for other specializations with the Advisor’s approval.

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Language and Literacy

Advisor: TBA

In this specialty, teachers examine how language develops in young children, the relations between language and cognition, and the sociocultural factors that influence language learning. Major themes in the courses include the development of literacy as a continuum, language diversity, language assessment, and the teaching strategies that foster the development of reading and writing. Elective courses may be selected from other specializations with the Advisor's approval.

Learning Technology

Advisor: Michelle Fraboni

In this specialty, teachers enhance their expertise in the use of technology to become leaders in learning technology in their schools. Major themes in the courses include the integration of technology with language arts, social studies, mathematics, and science. Elective courses may be selected from other specializations with the Advisor's approval.

Mathematics Education

Advisor: Susan B. Turkel

In this specialty, teachers explore trends and issues in mathematics education in courses that promote their own risk-taking, perseverance, and confidence. Major themes in the courses include mathematics as communication, reasoning and problem-solving, integration of mathematics into subject fields such as art, literature, science, and history, and ways to build supportive mathematical communities in which students feel safe to pose questions, offer conjectures, and explain their reasoning. Elective courses may be selected from other specializations with the Advisor's approval.

TABLE 5. Master of Arts in Teaching: Childhood Education, Grades 1–6
This program is for students who do not possess a teaching license. Sequence of coursework leading to New York State Initial Certification in Childhood Education, Grades 1-6.

Pedagogical Core (9 credits)

EECE 702. Social Foundations of Educations	
EECE 704. Major Contemporary Issues	
EECE 705. School and Community Relations	
(Select either 702, 704, or 705)	3 cr.
EECE 710. Ecological Perspectives on Development: The Early Years	
EECE 711. Ecological Perspectives on Development: The Childhood Years	
(Select either EECE 710 or EECE 711)	3 cr.
EECE 703. Classroom Realities in Diverse Settings	3 cr.
(EECE 703 must be taken within the first 12 credits of the program.)	

Curriculum in Action (21 credits)

EECE 520. Language Development and Emergent Literacy	3 cr.
EECE 525. Language and Literacy Learning in the Elementary Years	3 cr.
EECE 545. Social Studies in the Elementary School	3 cr.
EECE 550. Mathematics in the Elementary School	3 cr.
EECE 555. Science in the Elementary School	3 cr.
EECE 750. Modern Learning Technologies	3 cr.
ECPSE 550. Foundations of Special Education	3 cr.

Student Teaching (6 credits)

EECE 566. Student Teaching	6 cr.
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Specialty Elective (3 credits)

(The 3-credit specialty elective is the only course that may be taken with 781)	3 cr.
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Research into Practice (6 credits)

EECE 780. Introduction to Educational Research	3 cr.
(It is strongly recommended that EECE 780 be taken with student teaching)	
EECE 781. Inquiry into Teaching: Thesis	3 cr.

Total 45 cr.

Upon completion of these 45 credits, students receive the degree of Master of Arts in Teaching.

*This program is currently under revision.

1. Courses follow a prescribed sequence.
2. Most courses carry a field requirement, totaling 100 hours prior to Student Teaching.
3. Students cannot be recommended for certification until completion of the program and the passing of state exams (LAST, ATS-W, and CST) and state-approved seminars on child abuse, maltreatment, and abduction; substance abuse; school violence; safety education.

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Science Education

Advisors: Saint-Hilaire, Shady

In this specialty, teachers integrate knowledge about science with knowledge about learning and pedagogy. Major themes in the courses include facilitation of student learning, development of inquiry-based science programs, assessment of science teaching and learning, and creation of communities of science learners in physical, life, and environmental sciences. Elective courses may be selected from other specializations with the Advisor's approval.

Master of Science in Literacy Education, Birth-Grade 6

Advisors: Baghban, Johnson, Kabuto

EECE also offers an MEd in Literacy Education leading to a NYS Professional Certificate as a Literacy Specialist, B–6. This competitive professional program requires a GPA of at least a 3.0 and an Initial Certificate as a classroom teacher as a part of the application.

The 39 credits of coursework include foundations, diversity, pedagogy, content areas studies, literature studies, and specifically designed courses in authentic and standards-based assessment, the role of and strategies for the literacy specialist, and a semester-long reading practicum with children. Required coursework is summarized in Table 3. Because the students in this program are teachers, there is a strong emphasis on research with issues and a project related to literacy learning.

Master of Arts in Teaching (MAT) I, Early Childhood Education, Birth-2, Childhood Education, Grades 1-6, and Dual Certification in Childhood Education, Grades 1-6 and Special Education, Grades 1-6

Advisors: Akiba, Cooper, Fraboni, Kesler, Lashley, Li, Michael-Luna, Shin, Steuerwalt, Tinio

CHART I

Liberal Arts and Sciences Requirements for Students Entering the MAT Program

Learning Standards/Coursework

English Language Arts

Successful completion of 2 courses selected from the following areas: reading, writing, listening and speaking for information and understanding, literary response and expression, critical analysis and evaluation, and social interaction, e.g., comparative literature, genre studies; communications; journalism.

The Arts

Successful completion of 2 courses selected from the following areas: creative and/or performing arts, knowing and using art materials and resources, responding to and analyzing works of art, and understanding the cultural dimensions and contributions of the arts, e.g., art history, drama, theatre, or dance; performance/studio in drama, theatre, dance, and/or studio art; and music.

Social Studies

Successful completion of 4 courses selected from the following areas: major ideas, eras, themes, development, and turning points in history; geography of the interdependent world in which we live; economic systems; and governmental systems, civics, and citizenship, e.g., world history and world civilizations; economics, political science, cultural anthropology, and/or archaeology; theology, clinical psychology; sociology; philosophy; and American history.

Math, Science, and Technology

Successful completion of 6 courses selected from the following areas: historical and contemporary scientific inquiry, mathematical analysis in real-world settings, and the interrelations and contributions of science, mathematics, and technology to address real-life problems and propose informed decisions, e.g., evolution, genetics, and/or ecology; mechanics, heat, electricity, magnetism, ecosystems, and/or geology; statistics, probability, and/or research design; experimental psychology; and technology.

Foreign Language

Successful completion of one college year of foreign language or documentation of Regents-level foreign language.

This program is designed for students with undergraduate degrees in fields other than education who are interested in entering the teaching profession. The program stresses reflective teaching and the proactive role of the teacher in enhancing educational quality. The MAT program offers students the option of earning NYS initial certification in Early Childhood Education, B–2, Childhood Education, Grades 1–6, or a dual certificate in Childhood Education, Grades 1-6 and Childhood Special Education, Grades 1-6. The program exposes students incrementally to pedagogy,

curriculum, and assessment, with principles of field practice integrated into the coursework at each level. Students are required to take Student Teaching, with two placements as mandated by New York State. With faculty guidance, each student compiles a teaching portfolio that documents the development of reflective practice and self-assessment, and highlights the connections between course and field experiences within the program.

The course requirements for the MAT programs cover foundations, development and learning processes,

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curriculum and pedagogy, and field applications. Students are required to have a minimum 100 hours of course-related field experiences prior to student teaching.

Upon completion of 39 credits including Student Teaching, as well as NYS-approved seminars in drug abuse, child abuse, child abduction, fire prevention, and school violence, students are eligible for NYS initial certification in Childhood Education, Grades 1–6 or Early Childhood Education, B–2, contingent upon passing LAST, ATS-W, and CST Exams. Upon completion of all program coursework and requirements, students receive a MAT degree. The course sequences for the Early Childhood, B–2 and Childhood, Grades 1–6 initial certificates are summarized in Tables 4 and 5, respectively. The course sequence for the dual certificate in Childhood Education, Grades 1-6 and Childhood Special Education, Grades 1-6 is summarized in Table 6.

The department offers an accelerated daytime program (DMAT) in which students take courses and student teach for a full year. The DMAT program begins in Summer Session and concludes in the following summer. Interested students should contact the department in early spring.

Admissions Requirements and Prerequisites

Students are required to hold a bachelor’s degree with a cumulative GPA of at least 3.0, and to have taken a concentration of no fewer than 30 credits in one of the liberal arts or sciences subject areas during their undergraduate programs. Specializations such as business administration, advertising, sales management, accounting, design, and nursing do not usually meet these requirements. Applicants are required to provide writing samples on site, and may be asked to participate in focus groups. Students also must have completed two sequential years of study in a foreign language, as well as courses in the general liberal arts and sciences in their undergraduate program that include the areas summarized in Chart 1.

**TABLE 6. Master of Arts in Teaching
Sequence of Coursework Leading to New York State Initial Certificate
Childhood Education, Grades 1–6 and Childhood Special Education, Grades 1-6**

Phase 1—Pedagogical Foundations (21 credits)

EECE 702. Social Foundations of Education	3 cr.
ECPSE 700. Foundations of Special Education	3 cr.
EECE 711. Ecological Perspectives on Development: The Childhood Years	3 cr.
ECPSE 701. Introduction to Assessment in Special Education	3 cr.
EECE 520. Language Development and Emergent Literacy	3 cr.
EECE 525. Language and Literacy Learning in the Elementary Years	3 cr.
ECPSE 720. Trends and Issues in the Education of Learners with Severe Disabilities	3 cr.

Phase 2—Pedagogical Core (21 credits)

EECE 545. Social Studies in the Elementary School	3 cr.
EECE 550. Mathematics in the Elementary School	3 cr.
EECE 555. Science in the Elementary School	3 cr.
ECPSE 710. Curriculum and Instruction for Childhood Special Education	3 cr.
ECPSE 742. Foundations of Assistive and Instructional Technology	3 cr.
ECPSE 708. Collaboration with Families and School Based Teams	3 cr.
ECPSE 722. Applied Behavior Analysis and Positive Behavioral Supports	3 cr.

Phase 3—Student Teaching (12 credits)

EECE 566. Student Teaching in Elementary Education	6 cr.
ECPSE 725. Internship in Severe Disabilities	6 cr.

Phase 4—Research in Evidence-Based Practice (6 credits)

Select a two-course sequence in research in special education or elementary education	
ECPSE 746. Research in Special Education	
ECPSE 748. Advanced Research in Special Education	
OR	
EECE 780. Introduction to Educational Research	
EECE 781. Inquiry into Teaching	6 cr.

Total 60 cr.

Note: Applicants may provide evidence of Advanced Placement credits or equivalent experiences to demonstrate compliance with any of the required New York State Learning Standards.

Additional coursework in the liberal arts may be required to comply with NYS Learning Standards for

Elementary School Teachers; students should check with the department at time of application. Students who lack some of these foundation courses but meet other admissions requirements may be admitted to the program. Applicants may enter the program only as matriculating students. Although many program courses

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TABLE 7

Courses in Bilingual Extension, Grades 1–6 (21 credits)

EECE 761.	Educating the Non-native Speaker of English: Theory and Research
EECE 762.	Schooling in a Diverse Society
EECE 763.	Teaching of Reading and Language Arts in Bilingual Education
EECE 764.	Learning the Content Areas in Multilingual Settings: Teaching and Assessment
EECE 765.*	Internship in a Bilingual Classroom
EECE 766.	English Language Learning in a Bilingual Classroom: Theoretical Background
EECE 767.	English Language Learning in a Bilingual Classroom: Pedagogical Applications

*In MAT initial certificate program, internships may be fulfilled with student teaching placement in a bilingual class setting.

are offered late afternoons and evenings, students must plan for one semester of daytime attendance for student teaching.

In order to continue in the program, students must maintain a *B* average and cannot receive a grade lower than *B–* in any course. Students who receive a grade lower than *B–* in any course are required to meet with an advisor or the department’s review committee for advisement. Students must also display appropriate professional behavior in their field settings.

Extension in Bilingual Education, Grades 1–6

Advisor: Patricia Velasco

The NYS Extension in Bilingual Education program is designed for graduate students in the NYS initial and professional certificate programs in Childhood Education, Grades 1–6. The program provides coursework and practicum experiences to prepare students for the special challenges of working with language minority students in mainstream as well as bilingual classrooms.

The courses required in the 21-credit Bilingual Extension are listed in Table 7. Both the MAT Initial Certificate and the MEd Professional Certificate Childhood Education programs include some of the courses in the Bilingual Extension program. Specifically, courses required for the Bilingual

Extension are offered within the Language and Literacy, Education for Diverse Populations, and Family and Community Studies specializations. This means students can complete some requirements for the Bilingual Extension as part of their regular coursework, but will need to take additional courses to complete the Bilingual Extension.

For students in the 45-credit Initial Certificate MAT Program in Childhood Education, Grades 1–6, completing the Extension requires 9 additional credits. For students in the 39-credit Professional Certificate MEd program in Childhood Education, Grades 1–6, completing the Extension requires 6 additional credits.

POST-MASTER’S PROGRAMS LEADING TO CERTIFICATE OF ADVANCED STUDY

For students who have completed their master’s degree and are looking for additional courses in elementary and early childhood education, the department offers 15-credit specialized programs that lead to a Certificate of Advanced Study in a specific field. The specific fields are: Early Childhood Education (Birth to Second Grade), Language Minority Education, Child Developmental Psychology, Science Education, Social Studies Education, Math Education, and Children’s Literature. To be admitted to any of these post Masters programs, the student must have an earned masters

degree and teacher certification. There is no GPA requirement. However, once in the program students are expected to maintain a *B* average. Interested students should contact the department office.

COURSES IN ELEMENTARY AND EARLY CHILDHOOD EDUCATION

EECE 520. Language Development and Emergent Literacy. 3 hr. plus fieldwork; 3 cr. Required course for MAT students; open only to MAT students. Students examine how language develops in young children, the relation between language and cognition, and the sociocultural factors that impinge upon language learning. Among the major topics are: language assessment, language diversity, and emergent literacy. Emphasized throughout are teaching strategies and classroom experiences that foster language development in the young child.

EECE 525. Language and Literacy Learning in the Elementary Years. 3 hr. plus fieldwork; 3 cr. Prereq.: EECE 520. Required course for MAT students; open only to MAT students. Students build upon earlier studies of emergent literacy to plan effective programs in diverse, inclusive elementary settings. Students develop knowledge of theories of literacy development, design and implement effective strategies for teaching reading and writing in inclusive elementary settings, and examine children’s literature to be used across the curriculum. Prospective teachers implement strategies in the field and analyze their teaching with the support of the teacher-research community.

EECE 533. Advanced Methods in Teaching Elementary Art, Pre-K–6. 3 hr.; 3 cr. Prereq.: SEYS 536, 552; coreq.: EECE 711. Advanced methods in teaching art, Pre-K–6, with hands-on experiences in various media.

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EECE 545. Social Studies in the Elementary School. 3 hr. plus fieldwork; 3 cr. Prereq.: 1 course in Ecology of Childhood (EECE 702, 704, 705) and a course in Ecological Perspectives on Development (EECE 710, 711, 717). Required course for MAT, Grades 1–6 students; open only to students in this program. Preservice elementary teachers examine the teaching of social studies in the primary and intermediate grades. Emphasis is on the theoretical basis underlying the teaching of social studies and its application in the elementary classroom. Topics include the social studies disciplines, methodologies, and applications in the classroom.

EECE 550. Mathematics in the Elementary School. 3 hr. plus fieldwork; 3 cr. Prereq.: 1 course in Ecology of Childhood (EECE 702, 704, 705) and a course in Ecological Perspectives on Development (EECE 710, 711, 717). Required course for MAT, Grades 1–6 students; open only to students in this program. This course examines key concepts, strategies, and skills in the elementary school curriculum. Topics include estimation and mental computation, place value, development of algorithms, algebraic reasoning, fractions and decimals, probability and data analysis, and measurement and geometric concepts. There will be an emphasis on problem-solving, reasoning and proof, communication, and representation of ideas. The course also addresses state and national standards in elementary school mathematics, and discusses uses of technology in the classroom.

EECE 555. Science in the Elementary School. 3 hr. plus fieldwork; 3 cr. Prereq.: a course in Ecology of Childhood (EECE 702, 704, 705) and 1 course in Ecological Perspectives on Development (EECE 710, 711, 717). Required course for MAT, Grades 1–6 students; open only to students in this program. Students learn about state and national standards in elementary school science. They relate current research to the effective teaching of science.

EECE 565. Student Teaching. 3 hr. plus participation; 6 cr. Prereq.: EECE 520, 525, 710, 721, 724, 725, 750 and a course in Ecology of Childhood (EECE 702, 704, 705). Eleven weeks of supervised observation and student teaching at two of the three certificate grade levels: Pre-Kindergarten, Kindergarten, and Grades 1–2.

EECE 566. Student Teaching. 3 hr. plus participation; 6 cr. Prereq.: EECE 520, 525, 545, 550, 555, 750, a course in Ecology of Childhood (EECE 702, 704, 705) and a course in Development (EECE 710, 711, 717). Eleven weeks of supervised observation and student teaching at two grade levels: Grades 1–3 and Grades 4–6.

EECE 700. A History of Ideas in Education. 3 hr.; 3 cr. Offers a historical perspective on central tenets of educational thought. Students examine educational theories and constructs within the context of their historical and cultural roots.

EECE 702. Social Foundations of Education. 3 hr.; 3 cr. Prereq.: EECE 702, 704, or 705 must be taken within the first 9 credits in the MAT and MSED programs. Provides a forum for the beginning teacher to further investigate cultural, social, philosophical, and historical elements of education. Building on earlier studies in educational foundations, the course explores equity in schooling, school reforms, educational philosophy, and the relationship between schools and society, among other topics. Through readings, course assignments, and field experiences, students study a reflective decision-making model.

EECE 703. Classroom Realities in Diverse Settings. 3 hr.; 3 cr. Prereq.: Required course in all EECE graduate programs. Students in MAT programs must complete Student Teaching before taking this course. Sessions are directed at beginning teachers. Students develop strategies to handle the persistent challenges that educators face every day

in diverse classrooms, such as increasing numbers of students with limited English ability, cross-cultural misunderstandings, student and parent illiteracy in home languages, lack of parent participation and support, and mainstreamed students with physical and/or emotional difficulties.

EECE 704. Major Contemporary Issues in Education. 3 hr.; 3 cr. Prereq.: EECE 702, 704, or 705 must be taken within the first 9 credits in the MAT and MSED programs. In this course students investigate such persistent issues in education as public perceptions of teachers, use of education as a campaign ploy, budgetary limitations and increased demands, de facto segregation, assessment of teachers and students, day care, teachers as surrogate parents, etc. While the course reviews a variety of long-standing issues, it also features contemporary issues particularly relevant at the time the course is offered.

EECE 705. School and Community Relations. 3 hr.; 3 cr. Prereq.: EECE 702, 704, or 705 must be taken within the first 9 credits in the MAT and MSED programs. This course is a critical analysis of the relationship between schools and their communities and the confluence of diverse communities within schools. Societal concepts are applied to community concerns related to the schools, to school policies, and to social curriculum. Efforts to adapt the school to social and community needs are examined in light of this analysis. Through readings, course assignments, and field experiences, students study a reflective decision-making model.

EECE 710. Ecological Perspectives on Development: The Early Years. 3 hr.; 3 cr. Prereq.: Required course in B–2 MAT and MSED programs; must be taken within the first 9 credits in these programs. This course provides a contextually based study of developmental processes in infants, toddlers, and young children through age 8. Emphasizing

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the importance of looking at “the whole child,” the contributions of family and culture to the child’s construction of meaning are examined, with special attention to the broad range of variability within normal development in the early years. Cultural and socioeconomic differences in child-rearing practices and parental expectations are discussed in terms of their significance for children’s early linguistic and cognitive functioning. The significance of attachment and autonomy issues for children in early childhood educational and care settings are addressed.

EECE 711. Ecological Perspectives on Development: The Childhood Years. 3 hr.; 3 cr. Prereq.: 1 course within Ecological Perspectives on Development (EECE 710, 711, 717) must be taken within the first 9 credits in the program. This course provides a contextually based study of development, focusing on children during the elementary school years. Highlighting the ongoing interplay between cognition, language, affect and social functioning, students examine individual differences in abilities, learning styles, and academic performance, with attention to ecologically valid assessment strategies for linguistically and culturally diverse populations. Students explore the impact of family dysfunction, stress, poverty, and violence on development and academic performance. Strategies for creating classrooms that support prosocial development and learning are discussed.

EECE 712. Humanistic Psychology: Educational Applications. 3 hr.; 3 cr. Elective course in the EECE Specialty programs in Education for Diverse Populations and Family and Community Studies. This course examines the general principles and practices of motivation and communication, self-concept and its effect on interest, cooperation, and achievement. Values clarification, moral, ethical, and character education are explored. Students develop and implement teaching strategies in Affective Education.

EECE 713. The Psychology and Education of Exceptional Children and Youth. 3 hr.; 3 cr. Elective course within the Education for Diverse Populations specialty. Students examine legislation, assessments, and terminology related to exceptional children. Classroom strategies and interventions for specific categories of exceptional children are explored.

EECE 714. Behavior Problems of Children and Adolescents. 3 hr.; 3 cr. Elective course within the Education for Diverse Populations specialty. Students examine the range of emotional and behavioral disorders in early childhood through adolescence. The ramifications of behavior problems in classroom settings and techniques for guiding students into constructive activities are explored.

EECE 717. Ecological Perspectives on Development: Early Adolescence. 3 hr.; 3 cr. Prereq.: 1 course within Ecological Perspectives on Development (EECE 710, 711, and 717) must be taken within the first 9 credits in the program. This course provides a contextually based study of development, focusing on early adolescence. The interacting influences of family, ethnic group, and peer group on the young adolescent’s emerging identity are examined in relation to school behavior and academic performance. Individual differences in abilities, learning styles, and academic achievement are examined, with attention to ecologically valid assessment strategies for linguistically and culturally diverse populations. The links between school experience and the young adolescent’s susceptibility to substance abuse, violence, victimization, school dropout, and premature parenthood are discussed. School strategies for promoting healthy development in the adolescent years are considered.

EECE 721. Professional Issues in Early Childhood. 3 hr.; 3 cr. Required course in the B–2 MAT and MEd programs; must be taken prior to

student teaching. Based upon review of research data, students examine current issues in the education of children in the B–2 range and alternative views of these issues to develop an understanding of optimal practice.

EECE 722. Language Learning in Cross-Cultural Perspectives. 3 hr.; 3 cr. Required course for the MEd Professional Certification/B–2 and for the Language and Literacy Specialty. This course examines the social and cultural bases of language acquisition and formal language education, highlighting the interrelationships between language acquisition and enculturation processes. Major topics include: examination of cross-cultural perspectives on language acquisition, the identification of the cultural bases of school language programs, and the development of effective strategies for teaching B–2 students who come to school with diverse language experiences and capabilities.

EECE 724. Curriculum and Environmental Design for Early Childhood, Part I. 3 hr.; 3 cr. Required course in the B–2 MAT and MEd programs; must be taken prior to student teaching. Prereq.: EECE 710 and EECE 702, 704, or 705. This course examines environmental design, instructional strategies, and materials to serve goals of curriculum for B–6-year-old children. Professional study features the role of play, goal-directed teaching within an action-based learning environment, multicultural and technological resources for program development, assessment, working with families in cultural contexts, and meeting individual needs of children.

EECE 725. Curriculum and Environmental Design for Early Childhood, Part II. 3 hr.; 3 cr. Required course in the B–2 MAT and MEd programs. Prereq.: EECE 724. Curriculum and Environmental Design II is the second course of a two-course sequence that examines the major ideas and practices that govern the design of educational programs serving grades 1 and 2.

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EECE 728. Integrating Expressive Arts into the Early Childhood Curriculum. 3 hr.; 3 cr. Elective course within the B–2 MAT and MSED programs. Students explore the range of aesthetic experiences with media, drama, music, and movement that are appropriate for young children. Students examine the ways in which expressive art activities can support children’s processing of experiences as they extend understandings about people, communities, economic roles, and events in their world.

EECE 730. Practicum in Early Childhood. 3 hr. plus participation; 3 cr. For students in the MSED B–2 program. Six weeks of supervised observation and student teaching in one of the lower certificate grade levels (B–K).

EECE 731. Teaching Beginning Reading and Writing. 3 hr.; 3 cr. Coreq.: Weekly opportunity to work with young children to develop reading and writing experience. Elective course within the Language and Literacy Specialty. Students explore how school programs can facilitate the development of reading and writing in the young child in ways that are consistent with current research and theory on the development of literacy.

EECE 732. Instructional Strategies for Mainstreaming Students. 3 hr.; 3 cr. Elective course within the Education for Diverse Populations Specialty. Course focuses on legal bases for mainstreaming of children with special needs, developing individualized educational plans, and developing appropriate instructional strategies for individuals in all content areas of the elementary school curriculum.

EECE 733. Curriculum Adaptation for Mainstreaming. 3 hr.; 3 cr. Elective course within the Education for Diverse Populations Specialty. Conceptions of handicap and exceptionality are explored. Students examine affective as well as

cognitive considerations in curriculum adaptations, and the roles of teacher, parent, and school support services in providing for children with special needs.

EECE 734. Using Telecommunication and the WWW in the Classroom. 3 hr.; 3 cr. Elective course within the Instructional Technology Specialty. Students design educational WWW activities for use in the classroom using HTML and various webpage editors. Students also learn how to locate, evaluate, and use educational WWW resources within an elementary classroom curriculum, and use multimedia tools and webpage editors to create educationally sound web-based educational activities. This course assumes ready Internet access outside of the classroom.

EECE 735. Multimedia in the Classroom. 3 hr.; 3 cr. Elective course within the Instructional Technology Specialty. Students learn to use a variety of media and formats to communicate information and ideas effectively to multiple audiences. Students create a Hyperstudio presentation, develop a Power Point presentation; create a Hyperstudio multimedia template and produce an e-portfolio; and create a project using Microworlds.

EECE 736. Mathematics for Young Children. 3 hr.; 3 cr. Elective course within the Mathematics Education Specialty. Focusing on the development of mathematical thinking of children in the primary grades. It examines current research on children’s thinking and emphasizes important instructional strategies. It highlights the key role language plays in mathematical learning.

EECE 737. Infants and Toddlers: Curriculum and Teaching. 3 hr.; 3 cr. Prereq.: admission to graduate program. Approaches to infant/toddler care and education; instructional materials and techniques to foster infant/toddler development; strategies for administering and managing learning environments.

EECE 740. The Improvement of Reading in the Elementary School. 3 hr.; 3 cr. Elective course within the Language and Literacy Specialty. Students examine developmental growth in reading from beginning to advanced stages. Trends in reading instruction and the more common reading difficulties are addressed.

EECE 741. Language Arts in the Elementary School. 3 hr.; 3 cr. Elective course within the Language and Literacy Specialty. Students study ways in which teachers can build upon the resources of children’s everyday living to facilitate children’s oral and written language development.

EECE 742. Reading Materials for Children. 3 hr.; 3 cr. Required course within the Children’s Literature Specialty. Elective course within the Language and Literacy Specialty. Students critically examine a wide range of children’s literature, classic and contemporary. Topics include: picture books, easy-to-read material for beginning readers, traditional literature, fantasy, poetry, realistic fiction, biography, historical fiction, nonfiction, books with multicultural and multiethnic emphases, graphic novels, recorded books. Teaching strategies for the use of this literature with diverse student populations are addressed.

EECE 744. The Art and Technique of Storytelling. 3 hr.; 3 cr. Elective course within the Children’s Literature Specialty and the Language and Literacy Specialty. Students critically examine stories and storytelling traditions from a variety of cultures as they develop a repertoire of stories to use in culturally and linguistically diverse classrooms. They practice methods and procedures in storytelling, and explore ways to integrate storytelling into the curriculum and to use storytelling in promoting and developing literacy.

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EECE 745. The Reading-Writing Connection.

3 hr.; 3 cr. Elective course within the Language and Literacy Specialty. Reviews current research on the development of children's writing and explores how writing can enhance children's learning to read. Students investigate children's writing through actual writing samples and strategies. Students also work on their own writing and examine the childhoods of famous writers.

EECE 746. Nonfiction for Children.

3 hr.; 3 cr. Elective course within the Children's Literature Specialty. Students become acquainted with quality nonfiction books for children, and explore ways to promote children's comprehension of informational books.

EECE 747. Literacy Through Poetry, Verse and Wordplay.

3 hr.; 3 cr. Elective course within the Children's Literature Specialty and the Language and Literacy Specialty. This course introduces students to a wide variety of poetry and verse suitable for children, methods for presenting, studying, and writing poetry with children, and strategies for integrating poetry into programs to develop literacy.

EECE 748. Myths, Legends, and Folktales.

3 hr.; 3 cr. Elective course within the Children's Literature Specialty. Students examine the traditional roots of a story as a model for better understanding and coping with the complexities of human existence. Through extensive reading and library research, students consider the significance of these prototypes for the study of literature and for the elementary school curriculum.

EECE 750. Modern Learning Technologies.

3 hr.; 3 cr. Required course for all MAT students, and for MEd students in the Instructional Technology Specialty. Students learn to use word-processing software, databases and spreadsheets, digital cameras, educational software, email, and the WWW as tools to enhance learning of the core curriculum subjects. The

objective of this course, technology literacy, is acquired through classroom laboratory experiences, extensive readings, and detailed writing requirements. Students learn basic computer operations and vocabulary, explore the many personal and professional uses of technology, and apply modern learning technology tools to the school curriculum.

EECE 751. Teaching Mathematics in the

Elementary School. 3 hr.; 3 cr. Required course within the Mathematics Education Specialty. Examining the content of an elementary school mathematics program, students explore effective teaching strategies that complement the National and New York State Standards for Mathematics. Students are introduced to a wide range of manipulative and technological tools for addressing important concepts, strategies, and skills.

EECE 752. Mathematical Snapshot:

Mathematics in Everyday Life. 3 hr.; 3 cr. Elective course within the Mathematics Education Specialty. This course introduces students to geometry content appropriate to the elementary school level. Students explore and develop pedagogical techniques that are applicable to a diverse range of children's abilities.

EECE 753. Teaching Science in the Elementary

School. 3 hr.; 3 cr. Required course in the Science Education Specialty. This course emphasizes the selection, organization, and effective use of science materials in the elementary school. Important concepts will be drawn from the various sciences and include: populations and ecosystems, diversity and adaptations of organisms, structure and function in living systems, regulation and behavior, motions and forces, transfer of energy, and properties and changes of properties in matter. State and national standards in elementary school science will also be addressed, including the uses of technology to enhance science instruction.

EECE 756. Geometry, Art, and Mathematical

Thinking. 3 hr.; 3 cr. Elective course within the

Mathematics Education Specialty. This course addresses key geometric concepts in the context of artistic creations, such as the work of M.C. Escher and the tiling patterns of various cultures. Concepts addressed include congruence, similarity, symmetry, and transformations. Other topics include coordinate geometry, tessellation of shapes, and the relationship between two- and three-dimensional shapes. This course integrates applications to the microcomputer as well.

EECE 757. Physical Science for Elementary

School Teachers. 3 hr.; 3 cr. Elective course in the Science Education Specialty. Topics that have applications to the teaching of science concepts in the elementary school are presented from astronomy, chemistry, geology, meteorology, and physics. To enrich the background of science for elementary school teachers, this course stresses basic principles, applications, experiments, fieldwork, and demonstrations.

EECE 758. Life Science for Elementary School

Teachers. 3 hr.; 3 cr. Elective course in the Science Education Specialty. Students make connections in the instruction of elementary science across the disciplines within life science as well as draw on their knowledge of developmental stages to motivate students to learn science, build conceptual understanding, and encourage the application of knowledge, skills, and ideas regarding life science in the lives of elementary students.

EECE 759. Environmental Literature.

3 hr.; 3 cr. Elective course in the Science Education and Children's Literature Specialties. Focusing on the natural world and the interaction between humans and the environment, students examine literature, materials, and teaching practices appropriate for pre-school through elementary school children.

EECE 760. Teaching Social Studies in the

Elementary School. 3 hr.; 3 cr. Elective course in the Family and Community Studies Specialty. This course

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is designed for students who have already taken an introductory course in social studies. Students examine the New York and national standards in social studies education and their applications in actual classroom settings. Document-based and inquiry-directed instruction are emphasized.

EECE 761. Educating the Non-Native Speaker of English: Theory and Research. 3 hr.; 3 cr.

Elective course in the Family and Community Studies Specialty. This course examines the philosophy, rationale, and historical background of bilingual education. By using information provided by research in the field, participants will discuss the programs, models, and trends while exploring the sociological and political aspects of bilingual education. Special emphasis is placed on the analysis of the research in first and second language acquisition as well as the study of strategies to develop the first language and acquire a second language through the content areas.

EECE 762. Schooling in a Diverse Society. 3

hr.; 3 cr. Elective course in the Education for Diverse Populations Specialty. Required course in Bilingual Extension. This course is designed to address the multifaceted dimensions of teaching and learning in a rapidly changing, highly diverse society. Participants review research and theoretical literature in the fields of culture and cognition as they relate to educational practice. Included are traditional elements of culture such as ethnicity, language, and religion as well as less traditional elements of cultural diversity such as age, gender, sexual orientation, social class, and physical disability.

EECE 763. Teaching of Reading and Language Arts in Bilingual Education. 3 hr.; 3 cr.

Elective course in the Language and Literacy and Education for Diverse Populations Specialties. Required course in Bilingual Extension. This course discusses the characteristics of language arts in the mother tongue

in the bilingual classroom and the development and evaluation of literacy in the first language and the transfer of skills from one language to another. Participants will learn and practice different methodologies for teaching language arts; develop skills in analyzing and creating instructional materials to teach in the native language; and elaborate techniques to evaluate existing language arts programs in the area.

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment.

3 hr.; 3 cr. Elective course in the Language and Literacy and Education for Diverse Populations Specialties. Required course in Literacy B-6 MEd and Bilingual Extension. This course focuses on the study, analysis, application, and creation of appropriate classroom instructional strategies to teach content areas to language minority students. Students practice different methodologies in teaching mathematics, science, social studies, and other content areas in the first and second language, and consider the evaluation issues related to language and content in the bilingual-multicultural classroom. Participants develop skills to examine, evaluate, and create instructional materials to teach language to minority children in their mother tongue.

EECE 765. Internship in a Bilingual Classroom.

3 hr.; 3 cr. Required course in Bilingual Extension. This course has been designed to provide the future bilingual teacher with the opportunity to live the experience of teaching in a bilingual setting. It is expected that through the internship, participants will show their professional strengths when teaching limited English-proficient students. During the internship, bilingual teachers will demonstrate their ability to communicate and teach effectively in the first and second language of the students.

EECE 766. English Language Learning in the Bilingual Classroom: Theoretical Background.

3 hr.; 3 cr. Elective course in the Language and Literacy

and Education for Diverse Populations Specialties. Required course in Bilingual Extension. Designed for bilingual teachers, this course concentrates on theoretical approaches to the study of the second language learning process in a bilingual classroom. Students explore aspects of second language acquisition as well as those factors involved in individual variations in achievements of non-native speakers of English attending bilingual programs.

EECE 767. English Language Learning in the Bilingual Classroom: Pedagogical Applications.

3 hr.; 3 cr. Elective course in Language and Literacy and Education for Diverse Populations Specialties. Required course in Bilingual Extension. Designed for bilingual educators, this course surveys the alternative teaching methodologies for the learning of English as a new language. Students analyze and apply classroom practices such as audiolingual and communicative methodologies used in the field of second language learning. Special attention is placed on integrating English language teaching in the areas of mathematics, science, and social studies.

EECE 768. Supporting Development in Children with Special Needs. 3 hr.; 3 cr.

Required course in the Education for Diverse Populations Specialty. This course highlights the variety of developmental paths that children take to successful functioning. Students examine classroom practices that facilitate the performance of children with special needs, and develop strategies for building collaborations with families and communities to increase the effectiveness of educational interventions.

EECE 770. Supervision of Student Teachers in the Elementary School. 3 hr.; 3 cr.

Prereq.: Matriculation in the MEd in Education program or permission of the department; coreq.: currently teaching full-time in an elementary or early childhood classroom and current involvement with student teacher.

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EECE 772. Families and Communities as Educators. 3 hr.; 3 cr. Required course in the Family and Community Studies Specialty. Examines historical and contemporary interrelationships among families, communities, and schools. Students investigate how schools, families, and communities as cultural agencies promote both continuity and change. Particular attention is given to developing strategies for working successfully within families, communities, and cultures in and around New York schools.

EECE 773. Families, Stories, and Literacy. 3 hr.; 3 cr. Required course in Literacy MEd. Elective course in the Family and Community Studies and Language and Literacy Learning Specialties. Examines the reciprocal influences of families, stories, and literacy in the lives of children. Students apply constructs from developmental psychology to consider how families shape the young child's approach to language, stories, and literacy while in turn being shaped by the child's encounters with spoken and written words.

EECE 774. Social Issues in the Classroom. 3 hr.; 3 cr. Elective course in the Family and Community Studies Specialty. Examines survival skills from a pedagogical perspective of the kind of information children need, a developmental perspective of how children of different ages handle the information offered, and a diagnostic perspective of the risk factors and symptomatic behaviors of children in difficulty. Particular attention paid to questions of home-school domain, cultural differences, and family privacy.

EECE 775. Building Home-School Collaborations. 3 hr.; 3 cr. Elective course in the Family and Community Studies Specialty. Prepares early childhood teachers to establish and maintain positive collaborations with families and communities. Using family systems theory, students examine dynamics, ideas, roles, and relationships within families and communities, and consider different strategies for

communicating effectively with parents and involving families in assessment and planning for individual children, including children with special needs.

EECE 776. Culture and Education. 3 hr.; 3 cr. Elective course in the Family and Community Studies Specialty. Deals with the interrelationship between culture and the educational process. Explores how schools are organized as cultural agencies and how culture organizes the activity in schools. Not limited to mainstream U.S. schools. Also looks at cases from other societies in the interest of new perspectives. Gives particular attention to the nature and uses of ethnography for teacher-researchers. Develops strategies to work successfully with the myriad of cultures in New York schools.

EECE 777. Conflict Resolution in Educational Settings. 3 hr.; 3 cr. Elective course in the Family and Community Studies and Education for Diverse Populations Specialties. Explores the origins and causes of conflict and various styles of conflict management. Conflicts between parents and teachers, teachers and administrators, students and their peers are considered. Students apply problem-solving models to multicultural school settings not included in this program.

EECE 779. Research in Children's Literature. 3 hr.; 3 cr. Prereq.: EECE 742 and two electives in Children's Literature. Required course in the Children's Literature Specialty; open only to MEd students specializing in Children's Literature. This course prepares students for later research courses by (1) focusing on exemplary research in the field of children's literature, (2) familiarizing students with professional journals, and (3) introducing students to noteworthy professional books.

EECE 780. Introduction to Educational Research. 3 hr.; 3 cr. Required course for all EECE graduate students. MAT students are encouraged to take this course as early in the program as possible.

For MEd students, this course must be taken within the first 12 credits. Students are introduced to basic principles of quantitative and qualitative research design in educational settings. Emphasis is given to an examination of interdisciplinary perspectives on educational and social issues and to the integration of research evaluation with professional decision-making.

EECE 781. Inquiry into Teaching. 3 hr.; 3 cr. Prereq.: All MAT coursework and Student Teaching. Open only to MAT students. This culminating course for MAT students synthesizes theory and practice through a student-designed teacher-research project. Ongoing sharing of this classroom-based research provides a forum for discussion of key features of successful teaching. The course also addresses the interviewing process and preparation for entry into the teaching profession.

EECE 782. Teacher as Researcher. 3 hr.; 3 cr. Required course for all MEd students. Open only to MEd students. This is the culminating course in the MEd sequence. It cannot be taken until students have completed all MEd coursework. Students integrate the work they have done in their Specialty program with principles of educational research. Students prepare a culminating project that proposes and/or implements enhanced practice based on the theory and research that they have studied in the professional certificate program. Culminating projects must be conducted in the student's area of specialization. Public presentations of the culminating projects are included in this course.

EECE 784. Research Materials in Learning Technology. 3 hr.; 3 cr. Prereq.: EECE 750 and two electives in Instructional Technology. Required course for the Instructional Technology Specialty; open only to MEd students in this specialty. The course examines knowledge of research design, sample selection, instrument choice or design, types of research, data analysis and interpretation, and writing a research report related to technology use in the classroom.

ELEMENTARY & EARLY CHILDHOOD EDUCATION

EECE 785. Research in Teaching and Learning Science. 3 hr.; 3 cr. Prereq.: EECE 753 and two electives in Science Education. Required course in the Science Education Specialization; open only to MSED students in this specialty. This course is based on the newest framework for research in science education informed by the National Science Teachers Association and the Association for the Education of Teachers in Science's principles governing scientific inquiry of teaching and learning in elementary science education. Students will examine current research regarding key learning standards identified by the NYS Department of Education.

EECE 786. Research in Elementary School Mathematics: Trends and Issues. 3 hr.; 3 cr. Prereq.: EECE 751 and two electives in Mathematics Education. Required course in the Mathematics Education Specialty; open only to MSED students in this specialty. This course focuses on important trends and issues in mathematics research. Students acquire a historical perspective on mathematics education as well as a current overview of significant topics for research.

EECE 787. Research in Language and Literacy. 3 hr.; 3 cr. Prereq.: EECE 722 and two electives in Language and Literacy. Required course in the Language and Literacy Specialty; open only to Literacy B-6 MSED and MSED students in this specialty. Deals with specific issues in language development, emergent literacy, reading instruction, writing process, language arts, and cross-cultural differences in linguistic and literacy practices and perceptions. Students develop projects for the improvement of practices in homes and schools.

EECE 788. Research in Education for Diverse Populations. 3 hr.; 3 cr. Prereq.: EECE 766 and two electives in Education for Diverse Populations. Required course in the Education for Diverse Populations Specialty; open only to MSED students in this specialty.

This course focuses on current policies and strategies for enhancing the effectiveness of Education for Diverse Populations. Students will examine issues in assessment, prevention, and classroom interventions for children with diverse strengths and needs.

EECE 789. Research in Family and Community Studies. 3 hr.; 3 cr. Prereq.: EECE 772 and two electives in Family and Community Studies. Required course in the Family and Community Studies Specialty; open only to MSED students in this specialty. Deals with schools as institutions of socialization that complement or conflict with families and communities as institutions of socialization and develops practical solutions to their interrelationships.

EECE 790. Independent Study in Education. Prereq.: Matriculation in MSED in Education program. Independent study or special project under supervision of a departmental faculty member. Permission of the Chair required.
EECE 790.1. 1 hr.; 1 cr.
EECE 790.2. 2 hr.; 2 cr.
EECE 790.3. 3 hr.; 3 cr.

EECE 791. Independent Study in Bilingual Education. Independent study or special project under faculty supervision. Permission of the Chair required.
EECE 791.1. 1 hr.; 1 cr.
EECE 791.2. 2 hr.; 2 cr.
EECE 791.3. 3 hr.; 3 cr.

EECE 796. Exploring Problems in History Through Literature. 3 hr.; 3 cr. Required interdisciplinary core course for MSED 1–6 students. MAT students may take this course as an elective. Takes an interdisciplinary approach to curriculum by combining the content and process of “doing history” with the focused use of language arts (reading, writing, speaking, and listening) as a means of learning in the elementary school. By applying the critical perspective

of historians to the study of quality children's literature dealing with the past, this course engages teachers in curricular issues of both content and process.

EECE 797. Queens County as a Learning Lab. 3 hr.; 3 cr. Required interdisciplinary core course for MSED 1–6 students. MAT students may take this course as an elective. Working with organizations, institutions, and historical sites within the borough of Queens, students investigate and reflect on teaching and learning strategies for incorporating a study of Queens into their classrooms. Emphasis is on the historical, geographical, political, economic, and social development of the borough.

EECE 798. Reading and Writing for Learning in Science. 3 hr.; 3 cr. Required interdisciplinary core course for MSED 1–6 students. MAT students may take this course as an elective. This course is designed to promote engaged learners who demonstrate curiosity, search for understanding in self-guided ways, communicate with others to share and test their ideas, contribute to the creation of a community of learners, and bring an enthusiastic quality to the classroom. Students learn to create science-learning environments that promote engaged readers and writers, and develop strategies that promote reading and writing across the disciplines.

EECE 799. Exploring Mathematical Ideas Through Literature. 3 hr.; 3 cr. Required interdisciplinary core course for MSED 1–6 students. MAT students may take this course as an elective. Explores the role of literature in an elementary school mathematics program. Students discuss criteria for selecting books and address issues of equity in children's literature, such as gender and multicultural perspectives. Students examine a wide range of math-related literature and develop effective instructional strategies for using these books to explore important mathematical concepts.

EECE 800. Workshop in Education. Designed to assist teachers in solving classroom problems. May be repeated for credit if topic is changed.

EECE 800.2. 2 hr.; 2 cr.

EECE 800.3. 3 hr.; 3 cr.

EECE 800.4. 4 hr.; 4 cr.

EECE 801. The Role of the Literacy Specialist.

3 hr.; 3 cr. This course is open only to students in the Literacy B-6 MEd and the Literacy Post-Master's. This course is designed to provide the reading specialist with the knowledge, skills, and processes necessary to collaborate with other professionals in the school and community.

EECE 802. Teaching Strategies for the Literacy Specialist.

3 hr.; 3 cr. This course is open only to students in the Literacy B-6 MEd and the Literacy Post-Master's. This course is designed to present the various techniques that the literacy specialist will need. It will prepare teachers to use their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.

EECE 803. Authentic Assessment. 3 hr.; 3 cr. Prereq.: EECE 722, 731, 773, 780, 801, 764, 802. This course is open only to students in the Literacy B-6 MEd and the Literacy Post-Master's. This course is designed to provide the literacy specialist with the knowledge and skills necessary for the use of authentic assessment. Teachers practice classroom diagnostic procedures to assess, analyze, and provide instruction to enhance the reading and writing performance of students.

EECE 804. Standards-Based Assessment. 3 hr.; 3 cr. Prereq.: EECE 722, 731, 773, 780, 801, 764, 802.

This course is open only to students in the Literacy B-6 MEd and the Literacy Post-Master's. This course is designed to provide the literacy specialist with the knowledge and skills of standardized assessment. The teacher will learn techniques for using and interpreting standardized tests and become thoroughly familiar with specific literacy assessment. Teachers will practice administering standardized tests to assess, analyze, and provide instruction to enhance the reading and writing performance of students.

EECE 805. Practicum. 3 hr.; 3 cr. Prereq.: EECE 722, 731, 773, 780, 801, 764, 802, 803, 787, 804. This course is open only to students in the Literacy B-6 MEd and the Literacy Post-Master's. This course is designed to allow teachers to use the knowledge and skill they have gained from their coursework to work with children who are struggling with literacy. Teachers will administer appropriate tests, analyze these tests, and determine an appropriate instruction for each child.

Secondary Education & Youth Services

Chair: Eleanor Armour-Thomas

Dept. Office: Powdermaker Hall 150, 997-5150

The department prepares teachers for the middle, junior high, and senior high schools through New York State-accredited programs: (1) the Initial Certificate program leading to initial certification in Adolescence Education; and (2) the Master of Science degree in Secondary Education leading to professional certification in Adolescence Education. Each program has a concentration in a specific academic area, as well as education content courses.

Responsible preparation for work in secondary school and community settings requires that in addition to meeting the academic standards established by each program, candidates demonstrate appropriate personal characteristics, which would include professional judgment, ethical conduct, and academic integrity. In addition, candidates are expected to demonstrate sensitivity to secondary student issues and effective management of personal stress or adjustment difficulties. Candidates who fail to meet these personal and professional standards will be subject to review by their program faculty, and sanctions, such as dismissal, may result. Candidates naturally have the right of appeal, and should familiarize themselves with guidelines set forth in program handbooks and this *Bulletin*.

FACULTY

Armour-Thomas, Eleanor, Chair, *Professor*, EdD 1984, Teachers College, Columbia University: educational psychology, cognitive functioning, human growth and development, instructional psychology
Anderson, Philip M., *Professor*, PhD 1979, University of Wisconsin at Madison: English education, mass

media, reading, curriculum development
Artzt, Alice, *Professor*, PhD 1983, New York University: mathematics education
Asher, Rikki, *Assistant Professor*, EdD 1991, Teachers College, Columbia University: art education
Bassey, Magnus O., *Associate Professor*, EdD 1989, Rutgers University: social and philosophical foundations of education
Bembenutty, Hefèr, *Assistant Professor*, PhD 2005, City University of New York: educational psychology
Bhattacharya, Alpana, *Assistant Professor*, PhD 2001, City University of New York: educational psychology
Caporrimo, Rosaria, *Assistant Professor*, PhD 1990, City University of New York: educational psychology
Costigan, Arthur T., *Associate Professor*, PhD 2000, New York University: English education
Curcio, Frances R., *Professor*, PhD 1981, New York University: graph comprehension, language and discourse in the mathematics classroom, mathematical problem-solving
Darvin, Jacqueline L., *Assistant Professor*, PhD 2004, Hofstra University: literacy studies
Davis, Jacqueline Faye, *Assistant Professor*, PhD 1998, University of Georgia: language education
Dickson, Randi, *Assistant Professor*, EdD 1999, Teachers College, Columbia University: English education
Dong, Yu Ren, *Professor*, PhD 1995, University of Georgia: English as a second language (TESOL), teaching composition
Eddy, Jennifer, *Assistant Professor*, PhD 1999, Teachers College, Columbia University: Spanish and education; foreign language education
Gerwin, David, *Associate Professor*, PhD 1998, Columbia University: social studies education and oral history
Gunn, John, *Assistant Professor*, PhD 2006, City University of New York: sociology
Gurl, Theresa, *Assistant Professor*, PhD 2008, Teachers College, Columbia University, mathematics education

Miller, June K., *Assistant Professor*, EdD, 1985, Teachers College, Columbia University: science education and evaluation, education for the gifted and talented
Moncada-Davidson, Lillian, *Associate Professor*, PhD 1990, Columbia University: sociology and education
Murfin, Brian, *Assistant Professor*, PhD 1993, Ohio State University: science education
Rhodes, Carole S., *Professor*, PhD 1990, New York University: curriculum and instruction, literacy
Zevin, Jack, *Professor*, PhD 1969, University of Michigan: social studies education, curriculum development, education of the gifted and talented, economics education, philosophy in the elementary classroom

Admission Requirements

All students must have a bachelor's degree from an accredited college or university, or the foreign equivalent. They must have completed: (1) a major in the area in which they wish to become certified; (2) one year of college-level study, or its equivalent, in a language other than English; and (3) an undergraduate education sequence (including student teaching or its equivalent). Students should also have a cumulative and departmental average of at least *B* (3.0).

MASTER OF SCIENCE IN SECONDARY EDUCATION PROGRAMS

Students enrolling in Master of Science in Secondary Education programs will be assigned an advisor in the area of certification who will meet with and review the student's background. Together, they will plan an appropriate program of graduate courses. This approved program is to be filed with the department during the first semester of attendance. The student may not depart from this approved program without permission of the advisor. Each academic area has its own course requirements. In general, students take about half of

SECONDARY EDUCATION & YOUTH SERVICES

their program in the appropriate academic departments and half in education.

Planning a Program in Secondary Education

Each subject area has its own pattern of instruction. Following is a list of program coordinators/advisors:

Art: R. Asher

English: A. Costigan, R. Dickson, Y. Dong

General Science: J. Miller, B. Murfin

Literacy: J. Darvin, C. Rhodes

Mathematics: A. Artzt, F. Curcio, T. Gurl

Foreign Languages: J. Davis, J. Eddy

Social Studies: D. Gerwin, J. Gunn, J. Zevin

To obtain the Master of Science in Education degree, students must complete 30 or more graduate credits in an approved course of study, and should consult with an advisor in the appropriate area before choosing courses. In general, students pursuing the MS in Secondary Education take the following sequence of courses:

	<i>credits</i>
Historical, Philosophical, Social Foundations of Education	3
Psychological Foundations	3
Curriculum Methods in Secondary Education	3–6
Research	3–6
Elective (optional)	3
	<hr/>
	15–21
Certification Content Area (see department listings in this <i>Bulletin</i> or consult an appropriate advisor)	15–18

Although the above sample program represents the general pattern of courses within the MS in Secondary Education sequence, there may be differences for academic areas. Students are strongly urged to see advisors as early as possible.

As indicated above, in choosing academic courses, students should read the section of the *Bulletin* appropriate to their certification area and consult with

an advisor in the appropriate department.

Research is an important component of every master's program. Requirements vary with each certification area. Students should consult with their advisors concerning research options and the appropriate semesters in which to undertake research.

Initial Certificate Program

For students who decide late in their undergraduate careers or after they graduate to pursue certification as teachers, the department offers a sequence of courses, consisting of 21 credits, which leads to an Initial Certificate. This sequence provides an integrated program that includes the coursework and field experience necessary to meet state requirements for initial certification in adolescent education in a specific academic subject area.

Upon completing the Initial Certificate program, students will be recommended for initial certification provided they have also completed the required 36 credits in their major and met all other state requirements for initial certification. The program enables students to begin teaching and gain the experience necessary for professional certification while they complete the coursework required for the master's degree.

Students who earn the Initial Certificate will automatically become eligible for matriculation in the Master of Science in Education program in their major area.

Students who complete the course and credit requirements for the master's program in their respective areas will have met the educational requirements for both professional certification and the degree of Master of Science in Education.

Program Requirements

Students must hold a bachelor's degree with a major (or equivalent) in the subject area in which they wish to be certified. Students who were not subject area majors but

have a minimum of 21 appropriate credits in the content area may be accepted but are required to complete at least 15 additional content area credits before they are recommended for initial certification. These 15 credits will be selected with the approval of the major advisor. Students who have more than 21 subject-area credits but fewer than 36 will be required to make up the corresponding number of missing credits. In all cases, the advisor will ensure that the distribution of the 36 subject-area credits is appropriate to the requirements of certification in the student's major area.

Students are also required to have one year of college study, or its equivalent, in a language other than English. They must also meet the general admissions requirements for graduate study at Queens College, including a cumulative and departmental average of at least *B* (3.0) to remain in the program.

Following fulfillment of the Initial Certificate program (21 credits), students may complete the remaining graduate courses required for the Master of Science in Education degree in Secondary Education (15–18 credits in education and 15 credits in the content area), which will lead to professional certification. The total number of credits will be 51–54 including the initial certificate program.

COURSEWORK IN INITIAL CERTIFICATE PROGRAM

The Initial Certificate program comprises the following:

1. An education sequence of 21 credits:
2. Completion of 36 credits in the student's area of certification.
3. Students are required to take four seminars offered through the college's Continuing Education Program: (a) The Child Abuse, Identification, and Reporting Seminar, (b) The Drug and Alcohol Abuse Seminar, (c) Violence Prevention Seminar, and (d) School Safety

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4. A 3- credit course that meets NYS standards for promoting the participation and progress of students with disabilities in the general education curriculum (please see advisor).

Upon completion of the Initial Certificate program (outlined above in 1, 2, 3 and 4), students will have satisfied the academic requirements for initial certification as teachers of secondary academic subjects in New York State. Passing of the following New York State Teacher Certification Examinations will complete their qualifications for initial certification: Liberal Arts and Sciences Test (LAST), the Secondary version of the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Exam. LAST and the content area specialty exam may be taken prior to the beginning of the Initial Certificate program or at any time thereafter. ATS-W would normally be taken near the end of the program or upon its completion.

When students have fulfilled these requirements they will apply through the Office of Teacher Certification for New York State initial certification.

Following fulfillment of the Initial Certificate program, students will complete the remaining graduate courses required for the Master of Science in Education degree in Secondary Education, which will lead to professional certification.

SEYS 536. Educational Foundations. 3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department. Overview of theory and research on key sociological, philosophical, historical, and political foundations of education. Consideration will be given to how these foundational issues are evident in classroom situations and practice. This course will deal with contemporary socioeconomic and political issues that continue to influence and shape education decision-making. Theoretical analysis of major educational ideas and practices in the United States will be examined. Attention will also be given to how growth in

technology has influenced the educational environment. Includes field experience component for students not currently teaching.

SEYS 552. Educational Psychology. 3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department. Overview of developmental and instructional issues in teaching middle childhood and adolescents. The role of technology in cognition and instruction for diverse learners, including those within the full range of disabilities and exceptionalities, will be examined. Second-language development and issues related to language acquisition and English-language proficiency will also be explored.

SEYS 560–564. Methods of Teaching in Middle and High School. 3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department; coreq.: SEYS 570.2–574.2. Students' pedagogical content knowledge in their specific subject areas is developed in this course. Research-based learning, instructional and assessment strategies, as well as the secondary school curriculum will be examined. The course also examines issues of language, literacy, and culture and how they impact the learning and teaching of the specific content. As well, emphasis is placed on the use of technology in instruction. Fall

560. Methods of Teaching English in Middle and High School.

561. Methods of Teaching Mathematics in Middle and High School.

562. Methods of Teaching Science in Middle and High School.

563. Methods of Teaching Social Studies in Middle and High School.

564. Methods of Teaching Foreign Language in Middle and High School.

SEYS 570.2–574.2. Initial Clinical Experience in _____ for Secondary School. 100 hr. at a secondary school; 2 cr. Prereq.: SEYS 536, 700; coreq.: SEYS 552; Prereq or coreq.: SEYS 560–564. Open only to students who are matriculated in the secondary education program. This initial clinical experience is designed to provide students with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor. Fall

570.2. Initial Clinical Experience in English for Secondary School.

571.2. Initial Clinical Experience in Mathematics for Secondary School.

572.2. Initial Clinical Experience in Science for Secondary School.

573.2. Initial Clinical Experience in Social Studies for Secondary School.

574.2. Initial Clinical Experience in Foreign Language for Secondary School.

SEYS 570.4–574.4. Student Teaching in _____ for Secondary School. 4 cr., 240 hr. of daily participation or its equivalent for 15 weeks at a secondary school. Prereq.: Permission of the department; a minimum grade of *B* in SEYS 560-564 and SEYS 570.2-574.2 and a 3.0 GPA in SEYS courses. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor students are expected to teach a minimum of one class. Students must earn a minimum grade of *B* to be recommended for NYS initial certification. Students may be required to attend a weekly or bi-weekly seminar at the college and or take SEYS 580-583 as a co-requisite. See program advisor.

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570.4. Student Teaching in English for Secondary School.

571.4. Student Teaching in Mathematics for Secondary School.

572.4. Student Teaching in Science for Secondary School.

573.4. Student Teaching in Social Studies for Secondary School.

574.4. Student Teaching in Foreign Language for Secondary School.

SEYS 580–584. Standards-Based Curriculum and Assessment in Teaching. 3 hr.; 3 cr. Coreq.: SEYS 570.4–574.4. An examination of current standards-based curriculum and assessment strategies and how they can be transformed into effective classroom practice. This class is corequisite with SEYS 570.4–574.4 so as to enrich the student teacher's understanding of curriculum and assessment issues within an actual classroom. Special topics include strategies for preparing students for Standardized Examinations, ways of integrating innovative curricula and technology in instruction, and assessment strategies for diverse student populations, including those with special needs. Spring

580. Standards-Based Curriculum and Assessment in Teaching English.

581. Standards-Based Curriculum and Assessment in Teaching Mathematics.

582. Standards-Based Curriculum and Assessment in Teaching Science.

583. Standards-Based Curriculum and Assessment in Teaching Social Studies.

584. Standards-Based Curriculum and Assessment in Teaching Foreign Language.

SEYS 700. Language, Literacy, and Culture in Education. 3 hr. plus 25 field hr. experience;

3 cr. Intended to deepen and broaden students' understanding of language development in adolescence, and multilingual, multicultural, and biliteracy issues in education. Particular emphasis will be given to the role of language and culture in a pluralistic and democratic society. Students will learn about the nature of language acquisition, English-language proficiency for academic purposes, cross-cultural understanding, second language development, and strategies for teaching subject matter knowledge to English Language Learners (ELL). Course content will focus on the characteristics and needs of ELL populations. Students will examine the instructional strategies of the teachers in relation to the unique needs of these populations. The literacy demands of content curricula in secondary schools will also be critically examined.

LITERACY TEACHER GRADES 5–12

Coordinator: Carole Rhodes

The Literacy Program reflects the teacher certification regulations for literacy specialist grades 5–12 and the diversity of literacy learners. The 36-credit program provides courses in all areas of literacy and prepares individuals for leadership in literacy program development as well as compensatory programs. Program courses focus on diverse literacy learners, particularly English-language learners and children with language learning disabilities.

Requirements

Admission is limited and competitive and open to individuals who hold a provisional or initial certificate in middle school or secondary education (grades 7–12). Applicants must complete the graduate application and may be required to be interviewed. The applicant's entire record is considered, including undergraduate and graduate GPA, teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship.

For those who have completed a degree and hold initial teacher certification, an overall GPA of 3.0 is required. Individuals who have completed a master's degree program leading to teacher certification may apply for advanced standing of up to 12 credits of appropriate study in literacy and research.

Graduation requirements include completion of 36 credits of required coursework in the areas of diversity, literature, literacy pedagogy, and content area literacy, a GPA of 3.0, and successful completion of a professional portfolio and research project. For more information, contact the Coordinator.

SEYSL 700. Research Investigation for Literacy Instruction I. 3 hr.; 3 cr. The first of two courses in the study, understanding, and evaluation of basic research designs and methodology used in literacy education, birth through grade 12, and the interpretation of literacy research. Teacher candidates study the scope of research in the area of literacy, the nature of being a teacher-researcher, and research processes and designs. Teacher candidates demonstrate ability to read and evaluate primary research reports, interpret research syntheses, locate information about literacy research, and determine appropriateness of literacy research findings for instruction by conducting an in-depth investigation of a specific topic in the area of literacy development and instruction.

SEYSL 701. Foundations of Literacy Development and Instruction. 3 hr.; 3 cr. An introductory course in literacy development and instruction of students in grades 5–12. The major area of inquiry is the psychological, sociological, cognitive, and linguistic bases of literacy. Specific topics include the role of literacy in society, history of literacy instruction, current schoolwide early childhood, childhood, middle education, and adolescent literacy instructional programs, differentiation of instruction for students with diverse needs, family literacy partnerships, children and adolescent literature, classroom organization, classroom

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and schoolwide assessment programs, literacy in a technological age, and processes of developing literacy proficiency. Special emphasis is placed on factors underlying development of print awareness and usage at all levels, including word identification and spelling strategies, vocabulary skills, comprehension strategies, composing skills, and the supporting roles of speaking and listening to the development of reading and writing strategies.

SEYSL 702. Literacy in Content Areas. 3 hr.; 3 cr. This course is designed to help all teachers facilitate middle and secondary classrooms where reading, writing, listening and speaking are effective tools for learning, where collaboration and communication are valued and enhanced in the learning process, and where young people are encouraged to develop critical perspectives and strong voices. Attainment of literacy is central to knowledge construction in all middle and secondary school curricula. Students will examine issues of literacy in different subject areas and the varied demands on readers and writers as the range of literate activities changes according to context. This course is designed to enable inservice teachers and literacy specialists to improve the literacy of all students in the middle and secondary schools.

SEYSL 703. Literacy Instruction for Diverse Learners. 3 hr.; 3 cr. The primary emphasis of this course is to familiarize teacher candidates about the historical, sociological, and psychological issues related to education of all learners including English-language learners and students with disabilities in secondary education. English-language learners and disability issues highlighted within this course include laws and legal mandates; types of disabilities; characteristics of English-language learners and students with specific disabilities; assessment, diagnosis, and intervention; individualized education and transition planning; curriculum adaptation; assistive technologies; and research-based instructional methods and strategies for

English-language learners and students with disabilities. Teacher candidates develop an understanding of the linguistic and cognitive capabilities of English-language learners and students with various disabilities and acquire the expertise to adapt instruction for advancing literacy as well as content learning of English-language learners and students with disabilities. Twenty-five hours of fieldwork focused on English-language learners and students with disabilities are required.

SEYSL 704. Literature across the Curriculum. 3 hr.; 3 cr. This course is designed to help all teachers facilitate middle and secondary classrooms where reading and writing are effective tools for learning, where collaboration and communication are valued and enhanced in the learning process, and where young people are encouraged to develop critical perspectives and strong voices. Attainment of literacy is central to knowledge construction in all middle and secondary school curricula. Students will examine issues of literacy in different subject areas and the varied demands on readers and writers as the range of literate activities changes according to context. This course is designed to enable inservice teachers and literacy specialists to improve the literacy of all students in the middle and secondary schools.

SEYSL 705. Literacy Instruction: Multiple Perspectives. 3 hr.; 3 cr. This course examines principles of literacy teaching and learning within and across content areas. Major areas of inquiry include knowledge about the nature of literacy and literacy development, developmental literacy programs, major issues in literacy instruction in the content areas, integrating technology with literacy development in content areas, and differentiating English language arts and content-area literacy instruction for diverse students. Design and application of research-based literacy activities and materials in the content areas is emphasized. Twenty-five hours of fieldwork in content-area literacy are required.

SEYSL 710. Philosophy, Curriculum, and Organization of the Middle School. 3 hr.; 3 cr. Prereq.: Permission of the department. This course provides an introduction to current and emerging trends which are shaping curriculum development and instructional practices in today's middle schools. The course also examines the philosophical underpinnings of the middle school movement and its emphasis on the physical, intellectual, social, and emotional needs and characteristics of the in-between-ager. Topics include: the development of young adolescents; the middle school movement; the curriculum for learners in the middle grades; effective instruction in the middle grades; classroom management and discipline; interdisciplinary team organizations; the advisory role; evaluation; and grouping.

SEYSL 750. Literacy Assessment and Instruction, Part I. 3 hr.; 3 cr. Prereq.: SEYS 700, 701, 702, 703, 704, 705 and satisfactory electronic portfolio review. This course requires teacher candidates to examine causes of reading difficulty, elements of skilled reading, and systematic models for analyzing and remediating literacy problems for students in middle and adolescent education. Topics include the function of standardized assessment devices in instructional decision-making, development and administration of informal assessment devices and inventories of reading and writing performance, evaluation and modification of environmental and instructional variables contributing to literacy achievement in content areas, student motivation, and strategies for determining the appropriate procedures to assess students with diverse abilities and cultural and linguistic backgrounds. Candidates demonstrate ability to systematically identify critical variables that contribute to literacy success and failure and to develop and apply various procedures for assessing literacy difficulties of students with diverse backgrounds.

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SEYSL 751. Literacy Assessment and Instruction, Part II. 3 hr.; 3 cr. Prereq.: SEYS 700, 701, 702, 703, 704, 705. In this course emphasis is placed on application of systematic models for analyzing and developing instructional programs for students in middle and adolescent education who show severe literacy learning problems in English language arts and content areas. Topics include interpreting informal and formal assessments, interactive decision-making, and specific strategies for addressing problems of word recognition, word analysis, spelling, fluency, vocabulary development, comprehension, composing, and studying. The administration and interpretation of informal and formal assessments and application of specific intervention strategies for students with diverse cultural and linguistic backgrounds who are experiencing difficulty acquiring literacy proficiency is studied throughout the course. Candidates apply literacy assessment knowledge and competence in a case study.

SEYSL 752. Consultation, Collaboration, and Literacy Program Renewal. 3 hr.; 3 cr. Prereq.: 700, 701, 702, 703, 704, 705, 750, 751. This course assists literacy personnel in using their knowledge of literacy to help classroom teachers, special education teachers, parents, school-based support teams, administrators, and other relevant personnel to develop and enhance literacy programs for students and to improve literacy across the curriculum. It focuses on definitions of consultation, effective models of consultation, consultation strategies, staff development, literacy program evaluation and reform, working with para-professionals, federal and state laws and initiatives, and instructional practice.

SEYSL 760. Supervised Practicum with Middle/Junior High School Students. 3 hr.; 3 cr. Prereq.: SEYSL 700, 701, 702, 703, 704, 705, 750, 751. This course provides 25 hours of supervised practicum and seminar to develop teacher candidates' competence in planning and implementing instruction in middle/junior high school education, grades 5–8, for diverse students

experiencing moderate and severe difficulties in literacy development. Content deals with the skills and strategies needed to assess students' literacy strategies, plan and implement appropriate instructional procedures, and report progress to students, parents, and school officials. Supervised practicum is required for New York State Certification as literacy teacher, grades 5–12.

SEYSL 761. Supervised Practicum with High School Students. 3 hr.; 3 cr. Prereq.: SEYS 700, 701, 702, 703, 704, 705, 750. This course provides 25 hours of supervised practicum and seminar to develop teacher candidates' competence in planning and implementing instruction in high school education, grades 9–12, for diverse students experiencing moderate and severe difficulties in literacy development. Content deals with the skills and strategies needed to assess students' literacy strategies, plan and implement appropriate instructional procedures, and report progress to students, parents, and school officials. Supervised practicum is required for New York State Certification as literacy teacher, grades 5–12.

SEYSL 790. Research Investigation for Literacy Instruction II. 3 hr.; 3 cr. Prereq.: SEYSL 700, 701, 702, 703, 704, 705, 750, 751, 752, 760, 761. The second of two research courses about the study, understanding, and evaluation of basic research designs and methodology in literacy education and the interpretation of literacy research, grades 5–12. Major emphasis is on the design, implementation, and reporting of a qualitative or quantitative research project on a topic of concern in middle or adolescent education.

MSED IN ART EDUCATION (Visual Arts)

The program for the Master of Science degree in Art Education has two tiers. For students who have obtained the initial certificate in art education Pre-K–12, the master's degree program of 33 credits leads to a professional certificate. For students who have completed a bachelor's degree in art, the master's degree

program of 57 credits leads to an initial certificate after completing 24 credits in education, and a professional certificate upon completion of the entire 57 credits. Part-time enrollment is possible, meeting the needs of the full-time teacher. All courses are scheduled in the late afternoon or evening. A thesis is required.

The Professional Certificate program, master's degree program in Art Education, meets the needs of the individual art student. Students may choose from a group of Education courses from either SEYS or EECE for 6 credits of elective work. Those courses fall under the categories of Historical, Philosophical, Social, and Psychological Foundations of Education. In addition, students complete 6 credits in art education workshop courses, 6 credits in research; of the 15 Art credits required at least 3 but no more than half must be in Art History.

Program for Professional Certification in Visual Arts Education (33 credits)

Foundations of Education:	
select one course from among SEYS 701–708, 720	3 cr.
Educational Psychology:	
select one course from among SEYS 709, 710, 718, 719	3 cr.
Workshop in Art Education:	
select two courses from among SEYS 712, 724, 725, 727, 732	6 cr.
Research Seminar in Art Education SEYS 773, 774	6 cr.

Fifteen credits of this master's degree program are taken in the Art Department, distributed across Studio and Art History (Studio Art at the 600 level and Art History at the 500 level). At least 3 credits—and no more than half—must be in Art History.

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Program Requirements

The applicant must possess a baccalaureate degree in art from an accredited institution and a minimum GPA of 3.0 (on a 4-point system) or *B*, both in art and education courses at the undergraduate level. Students applying for the Professional Certificate master's degree program must have a New York State Teacher's Certificate in Art, either Provisional or Initial, or the equivalent from another state. Students must submit a portfolio of 15 slides of their artwork, three letters of reference, and an essay describing interest in further study. Admission is based on a combination of transcript review, portfolio, and letters reviewed by art and art education faculty.

Master's Degree Requirements

Students must complete the following:

- 3 credits in the foundations education from among: SEYS 701–708, 720.
- 3 credits in the psychology of education from among: SEYS 709, 710, 718, 719.
- 6 credits in art education from among: SEYS 712. Visual Thinking, SEYS 724. Classroom Methods in Crafts, SEYS 725. Classroom Methods in Printmaking, SEYS 727. Classroom Methods in Computer Art, SEYS 732. Seminar in Art Education. These courses are open as electives to other matriculated students with department permission.
- 6 credits in research in art education: SEYS 773 and 774. The required thesis is completed as part of these courses. A minimum of 15 credits in Studio Art (at the 600 level) and Art History (at the 500 level), at least 3 credits—but no more than half—of the art courses must be taken in art history.

A *B* (3.0) average is required throughout the program of 33 credits and for graduation. Students are required to successfully complete a thesis.

Initial Certificate Requirements

Complete the following courses: SEYS 536, 552, 565, 575; EECE 533, 711 and either SEYS 700 or EECE 525.

After completing the requirements for the initial certificate in art education, students may matriculate into the master's degree program in Art Education.

Program for Initial Certification in Visual Arts Education (24 credits)

SEYS 536.	Educational Foundations	3 cr.
SEYS 552.	Educational Psychology	3 cr.
SEYS 700.	Language, Literacy, and Culture in Education	3 cr.

or

EECE 525.	Language and Literacy Learning in the Elementary Years	3 cr.
EECE 711.	Ecological Perspectives on Development: The Childhood Years	3 cr.
EECE 533.	Advanced Methods in Teaching Elementary Art, Pre-K–6	3 cr.
SEYS 565.	Seminar in Teaching Art in the Secondary Schools)	3 cr.
SEYS 575.	Student Teaching in Art f or Pre-K–12	6 cr.

COURSES IN ART EDUCATION

EECE 533. Advanced Methods in Teaching Elementary Art, Pre-K–6.

3 hr.; 3 cr. Prereq.: SEYS 536, 552; coreq.: EECE 711. Advanced methods in teaching art, Pre-K–6 with hands-on experiences in various media.

SEYS 565. Seminar in Teaching Art in the Secondary Schools.

3 hr.; 3 cr. Prereq.: SEYS 536, 552. The class will focus on secondary-level curriculum and instruction, students with disabilities, and assessment.

SEYS 575. Student Teaching in Art for

Pre-K–12. 3 hr. plus participation; 6 cr. Prereq.: Permission of the department. Supervised observation and student teaching at the elementary and secondary levels, plus a weekly seminar at the college. Students will be assigned to two different placements under the guidance of a cooperating teacher and a college-based supervisor. Students are expected to prepare daily lesson plans and will develop and maintain student teaching portfolios.

COURSES IN SECONDARY EDUCATION

Historical, Philosophical, and Social Foundations of Education

SEYS 500.1, 500.2, 500.3. Non-degree

Workshop Secondary Education. 15 hr.; 1 cr.; 30 hr.; 2 cr.; 45 hr.; 3 cr. Pre- or coreq.: Permission of the instructor. A special topics SEYS course offering at the graduate level that does not count toward the MS degree and is pass/fail.

SEYS 701. History of Ideas in Education.

3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

SEYS 702. The History of Education in

the United States. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

SEYS 703. Philosophies of Education.

3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

SEYS 704. The Philosophy of Teaching.

3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

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SEYS 705. School and Society. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in Educational Foundations to be certified by the department. This course will focus on the study of the institution of education, and on the structure, processes, and interaction patterns within it. It includes the subtle ways in which internal as well as wider social structural forces impinge upon or influence the pedagogy and the social processes in the classroom and in the school. Special attention is given to cultural diversity and alienation, poverty and inequality issues.

SEYS 706. Globalization and Comparative Education. 3 hr.; 3 cr. In this course we will discuss responses of different governments around the world to common educational problems such as governance, financing, and provisions of mass education. We will also consider the equality of educational opportunity and outcome for differently situated social groups, especially those traditionally marginalized: women, ethnic minorities, rural populations, and working class.

SEYS 707. Major Issues in Education. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

SEYS 708. Seminar in Theoretical Study of Education. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

SEYS 720. The Education of Immigrants' Children in the United States. 3 hr.; 3 cr. This course will deal with international migration to the United States from a historical perspective, including the development of United States immigration policies and their impact on the sociocultural adaptation of immigrants to the host society, especially in relation to the education of young people. The course will address issues of discrimination, differential socialization, and multicultural problems. Students are expected to

acquire first-hand experience by interacting with a recent immigrant family and following the educational experience of recent immigrant students presently attending a school in the United States.

PSYCHOLOGICAL FOUNDATIONS

SEYS 709. Humanistic Psychology: Educational Applications. 3 hr.; 3 cr. Prereq.: Undergraduate work in educational psychology.

SEYS 710. Psychology of Adolescence. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational psychology.

SEYS 717. Learning Theory in Education. 3 hr.; 3 cr. Prereq.: Course in psychology of the elementary school child, or psychology of the adolescent student, or permission of the department.

SEYS 718. Classroom Management. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational psychology. Principles and practices of classroom management in secondary schools with a focus on dealing with behavior and discipline problems.

SEYS 719. Understanding Group Behavior and Cultural Differences in Schools. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational psychology.

SEYS 738. The Teaching Process. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in educational psychology. Examination of current literature relating to the analysis of teaching. Study of recent research and other materials on the nature of teaching.

SEYS 768. Measurement and Evaluation in Education. 3 hr.; 3 cr. Recent trends and practices in measurement and evaluation in various aspects of the school. Experience will be provided in the construction

of evaluative instruments and in the interpretation and use of data.

CURRICULUM AND METHODS COURSES: SECONDARY EDUCATION

Open to all graduate students in education who can satisfy the prerequisites. All other students must obtain permission of the chair.

SEYSW 710. Foreign Language and Cultural Learning through Classroom Interaction. 3 hr.; 3 cr. Prereq.: SEYS 700, 564, 584, or permission of the instructor. An advanced study of foreign language teaching and diversity focusing on the social, cultural, psychological, and literacy aspects of learning a foreign language. Major threads in the course include how language learning occurs through classroom interaction, how teachers can design classroom interaction to build communities that use the target language for instruction, and how potential mismatches in cultural differences and communication practices occur during classroom interaction.

SEYS 711. Workshop in Art Education in the Elementary School. 3 hr.; 2 cr. Prereq.: One course in art education or permission of the Chair. May be repeated for credit if topic is changed.

SEYS 712. Workshop in Visual Thinking. 3 hr.; 3 cr. An advanced course in art education with emphasis on the understanding and development of visual thinking and perceptual awareness. This course attempts to increase the student's ability to observe, remember, visualize, analyze, and discuss visual phenomena and art. Various media and techniques will be utilized.

SEYS 722. Oral History in the Secondary Classroom. 3 hr.; 3 cr. Prereq.: Completion of 30 credits in the social sciences (undergraduate and/or graduate) and basic undergraduate or graduate course in curriculum and methods of teaching social studies

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in secondary schools. An introduction to the field of oral history, including techniques and philosophies behind using oral history and using historical recordings in the classroom. Students will collect life histories (and transcribe and present them), design assignments involving historical recordings, review and prepare an oral history project proposal that will include a plan for the management and presentation of the collected histories. Also suitable for history graduate students (see History Department graduate advisor).

SEYS 724, 725, 727. Workshops in Middle and High School Art Education. Required of all candidates for the MS in Education (art education) degree. Selection and numbers of workshops taken by candidates to be determined in consultation with art education advisor. Open as elective to other matriculated students with departmental permission. Teaching methods utilizing classroom materials and techniques applied to specific areas of art education instruction. Ways of working with a variety of age groups and students of varying abilities in a range of instructional settings.

SEYS 724. Classroom Methods in Crafts. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching art in the schools.

SEYS 725. Classroom Methods in Printmaking. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching art in the schools.

SEYS 727. Classroom Methods in Computer Art. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching art in the schools.

SEYS 732. Seminar in Art Education. 3 hr.; 3 cr. Prereq.: Completion of the undergraduate sequence in art education or experience in teaching secondary school art.

SEYS 740. The Improvement of Reading in the Secondary School. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching English in the secondary schools; coreq.: Classroom teaching in a secondary school.

SEYS 741. Literature for Adolescents. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching English in the secondary schools; coreq.: Classroom teaching in a secondary school.

SEYS 743. Curriculum and Instruction in Foreign Language Education. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching foreign languages in the secondary schools. The course examines advanced elements and/or issues of foreign language pedagogy.

SEYS 744. Methods and Materials in Teaching English to Speakers of Other Languages in the Content Areas. 3 hr.; 3 cr. Prereq.: Permission of the department. This course will provide training in the teaching of speaking, reading, writing, and comprehension in English to speakers of other languages at all grade levels. The course will include materials and techniques for teaching English to speakers of other languages through mathematics, science, and social studies.

SEYS 745. Reading and Writing for Diverse Learners in Content Areas. 3 hr.; 3 cr. Designed for implementing effective instructional strategies for teaching linguistically and culturally diverse students. The course focuses on these students' difficulties with reading and writing in English in content areas and how to structure an integrated content and language and literacy instruction which addresses these students' needs and prepares them for challenging academic work across disciplines.

SEYS 746. Multicultural Literature. 3 hr.; 3 cr. A survey of literature works from/about African, Asian, Caribbean, Hispanic cultures, etc. for use in middle and high school English-language arts classes. The course focuses on a critical examination of curricular and pedagogical issues salient to teaching multicultural literature and developing ways of promoting cross-cultural understanding and approaches for including multicultural literature in the school curriculum.

SEYS 750. Mathematics in the Junior High or Middle School. 3 hr.; 3 cr. Prereq.: Undergraduate course in methods of teaching mathematics, secondary school teaching experience, and permission of the program advisor. The focus of the course is on the improvement of instruction through the examination of the most current issues concerning mathematics instruction in the middle school and the latest curriculum, instructional strategies, manipulatives, and technologies that can be used to enhance the learning of mathematics for all junior high and middle school students.

SEYS 751. Mathematics in the Secondary School. 3 hr.; 3 cr. Prereq.: Undergraduate course in methods of teaching mathematics, secondary school teaching experience, and permission of the program advisor. The focus of the course is on the improvement of instruction through the examination of the most current issues concerning mathematics instruction in the secondary school and the latest curriculum, instructional strategies, manipulatives, and technologies that can be used to enhance the learning of mathematics for all secondary school students.

SEYS 752. Problems in Teaching General Science in the Junior High School. 2 hr. plus conf.; 3 cr. Prereq.: Appropriate basic courses in science and methods of teaching science in the secondary school, or secondary school science teaching experience.

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SEYS 753. Computer Applications in Science Education. 3 hr.; 3 cr. Prereq.: Matriculation into the MS in secondary science education, an introductory course in computers, and/or permission of the instructor. Science teacher candidates enrolled in this course will examine the fundamental issues, concepts, and best practices surrounding the use of multimedia computer systems in science education. They will learn how to use a multimedia computer system, courseware and Internet resources to support science instruction at the secondary level. Some of the teaching and learning activities will take place online.

SEYS 754. Curriculum Innovations in Science Education. 3 hr.; 3 cr. Prereq.: Matriculation into the MS in secondary science education program, 36 credits in an approved science discipline, an introductory course in curriculum development or methods of teaching science at the secondary level and/or permission of the instructor. Students enrolled in this course will learn how to design innovative science curriculum products that are project-based, student-centered and address the needs of diverse learners at the secondary level. Candidates will be assigned a series of curriculum development tasks, which will require individual and collaborative effort. All tasks will be compiled into a comprehensive curriculum product and presented at the end of the course for peer review.

SEYS 760. Curriculum Innovations in the Social Studies. 3 hr.; 3 cr. Prereq.: 30 credits in the social sciences (undergraduate and/or graduate) and basic undergraduate or graduate course in curriculum and methods of teaching social studies in secondary schools.

SEYS 761. Law and the Social Studies. 3 hr.; 3 cr. Prereq.: Completion of an undergraduate sequence in social studies education.

SEYS 762. Teaching History as Mystery. 3 hr.; 3 cr. 30 credits in the social sciences (undergraduate and/or graduate) and basic undergraduate or graduate course

in curriculum and methods of teaching social studies in secondary schools.

SEYS 763. Mass Media in School and Society. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate course in curriculum and methods of teaching English in secondary schools. An examination of the media of mass communication from the point of view of the teacher. The focus of the course is on the improvement of instruction through a critical-evaluative study of the bases, processes, techniques, and probable effects of mass media on school and society.

SEYS 764. The Secondary School Curriculum: Current Theories and Controversies. 2 hr. plus conf.; 3 cr. Prereq.: Basic undergraduate courses in secondary school curriculum and methods and student teaching or teaching experience.

SEYS 765. Teaching the Slow Learner in Secondary Schools. 2 hr. plus conf.; 3 cr. Prereq.: Basic undergraduate or graduate courses in secondary school curriculum and methods, or secondary school teaching experience.

SEYS 766. Workshop in Junior High School Education. Prereq.: Basic undergraduate or graduate courses in curriculum and methods of teaching a specific subject in secondary schools; coreq.: Secondary school teaching. May be repeated for credit if topic is changed.

SEYS 766.2. 2 hr.; 2 cr.
SEYS 766.3. 3 hr.; 3 cr.
SEYS 766.4. 4 hr.; 4 cr.

SEYS 767. Workshop in Secondary Education. Prereq.: Basic undergraduate or graduate courses in curriculum and methods of teaching a specific subject in secondary school; coreq.: Secondary school teaching. May be repeated for credit if topic is changed.

SEYS 767.1 1 hr.; 1 cr.
SEYS 767.2. 2 hr.; 2 cr.

SEYS 767.3. 3 hr.; 3 cr.

SEYS 767.4. 4 hr.; 4 cr.

SEYS 790. Independent Study in Secondary Education. Prereq.: Matriculation in the Master of Science in Secondary Education program. Permission of the Chair is required. Independent study or special project under the supervision of a departmental faculty member. This course may be repeated for credit if the topic is changed for a maximum of 6 credits.

SEYS 790.1. 1 hr.; 1 cr.

SEYS 790.2. 2 hr.; 2 cr.

SEYS 790.3. 3 hr.; 3 cr.

SEYS 790.4. 4 hr.; 4 cr.

SEYS 790.5. 5 hr.; 5 cr.

SEYS 790.6. 6 hr.; 6 cr.

RESEARCH COURSES

Research courses are open to Master of Science in Secondary Education candidates with permission of the appropriate advisor.

SEYS 769, 770. Scientific Approach to Educational Problems. 2 hr.; 3 cr. each course. Prereq.: For SEYS 769, matriculation in the MS in Education program, completion of one graduate curriculum course, and completion of 20 graduate credits; for SEYS 770, SEYS 769 during the preceding semester.

SEYS 771, 772. Seminar in Research in Educational Foundations. 2 hr. plus conf.; 3 cr. each course. Prereq.: For SEYS 771, matriculation in MS in Education program, and completion of two appropriate graduate courses in philosophical, historical, or comparative education; for SEYS 772, SEYS 771 during the preceding semester. Examination and evaluation of research in educational foundations: philosophy, history, comparative education. Topics to be announced each year.

SECONDARY EDUCATION & YOUTH SERVICES

SEYS 773, 774. Seminar in Research in Art Education. 3 hr.; 3 cr. each course. Prereq.: Matriculation in the MS in Education (art education) program, completion of 20 graduate credits. SEYS 773 prepares students for research projects. It is a prerequisite to SEYS 774 and does not satisfy the research requirement. In SEYS 774, students complete the required research project.

SEYS 775, 776. Seminar in Research in Mathematics Education. 3 hr.; 3 cr. each course. Prereq.: For SEYS 775, matriculation in MS in Education (mathematics) program, 20 credits in graduate program, 30 credits in mathematics (undergraduate and graduate), and SEYS 750 and 751; for SEYS 776, SEYS 775 during the preceding semester.

SEYS 777, 778. Seminar in Research in Science Education. 3 hr.; 3 cr. each course. Prereq.: For SEYS 777, matriculation in MS in Education (science) program, completion of 20 graduate credits, and 30 credits (undergraduate and graduate) in general science; for SEYS 778, SEYS 777 during the preceding semester.

SEYS 779, 780. Seminar in Research in Psychological Foundations. 2 hr. plus conf.; 3 cr. each course. Prereq.: For SEYS 779, matriculation in MS in Education program and two courses in Psychological Foundations area; for SEYS 780, SEYS 779 during the preceding semester.

SEYS 781, 782. Seminar in Research in Language Arts. 3 hr.; 3 cr. each course. Prereq.: For SEYS 781, matriculation in MS in Education (English) program, completion of 20 graduate credits, and 30 credits in English (undergraduate and graduate); for SEYS 782, SEYS 781 during the preceding semester.

SEYS 783, 784. Seminar in Research in the Teaching of Social Studies. 3 hr.; 3 cr. each course. Prereq.: For SEYS 783, matriculation in the MS in Education (social studies) program, completion of 20 graduate credits, and 30 credits (undergraduate and graduate) in social studies; for SEYS 784, SEYS 783 during the preceding semester.

SEYS 785. Seminar in Research in Foreign Language Education. 3 hr.; 3 cr. Prereq.: Matriculation in MS in Education and completion of 20 graduate credits. Completion of SEYS 743 or its equivalent is a degree requirement and prerequisite or corequisite for this course. SEYS 785 is a prerequisite for SEYS 786.

SEYS 786. Advanced Seminar in Research in Foreign Language Education. 3 hr.; 3 cr. Prereq.: Matriculation in foreign language education, SEYS 743, and 785. Students will conduct a research project in foreign language that will expand on the literature review begun in SEYS 785. Students will write a detailed plan for the research project including research design, data sources, and participants. They will act on that plan by data collection and analysis, and write a teacher research report.

Educational & Community Programs

Chair: Craig A. Michaels

Graduate Program Coordinators: Counselor Education, John Pellitteri; Educational Leadership, Terrence Quinn; Special Education, Peishi Wang; School Psychology, Marian C. Fish.

Dept. Office: Powdermaker Hall 033, 997-5240, 5250; 997-5248 fax

Office Staff: Jaclyn Arroyo, Derek Ivery, Dolly Mathura

The Department of Educational & Community Programs prepares candidates for leadership, instructional, and support positions in counseling, school leadership, special education, and school psychology. The four distinct graduate programs in the department lead to New York State-approved certifications and specializations. Three of the four also lead to a Master of Science, a Master of Science in Education, or a Master of Arts in Teaching degree. The programs in Counselor Education, Educational Leadership, Special Education, and School Psychology prepare graduates to take positions in schools and community agencies, industry, and other institutions, which provide educational and human services.

All candidates must meet appropriate standards in scholarship, communication skills, character, interpersonal relations, and social judgment to continue in any program. And, candidates are obliged to meet the college standards as well as the academic standards established by their particular program.

Responsible preparation for work in school and community settings requires that in addition to meeting the academic standards established by each program, candidates demonstrate appropriate personal characteristics, which would include professional

judgment, ethical conduct, and academic integrity. In addition, candidates are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties. Candidates who fail to meet these personal and professional standards will be subject to review by their program faculty, and sanctions, such as dismissal, may result. Candidates naturally have the right of appeal, and should familiarize themselves with guidelines set forth in program handbooks and this *Bulletin*.

Registration

Registration or pre-registration procedures vary among programs. Candidates should check with their program to learn about the program's procedures. They should also check Queens College's website for registration and pre-registration dates and course schedules. Program schedules are also posted in the department office. Candidates must consult with advisors and check program sequences before registering.

Department-wide Courses

ECP 749. Independent Study in Education.

Prereq.: Matriculation in MS in Ed program or in an ECP Advanced Certificate program in Education independent study or special project under supervision of a department faculty member. Permission of the chair required. No more than 3 credits of independent study may be taken. This course may be given Pass/Fail for students in the Advanced Certificate program in Education, with permission of the chair.

ECP 749.1. 1 cr.

ECP 749.2. 2 cr.

ECP 749.3. 3 cr.

ECP 790. Workshop in Current Issues in Education and Human Services.

Prereq.: Permission of the department. Course content will vary from year to year and will cover a range of issues. May be repeated for credit if topic is changed.

ECP 790.2. 2 hr.; 2 cr.

ECP 790.3. 3 hr.; 3 cr.

ECP 790.4. 4 hr.; 4 cr.

ECP 747. Independent Study in Education.

3 hr.; 3 cr. Prereq.: Matriculation in an MS in Ed program or in an ECP Advanced Certificate program in Education independent study or special project under supervision of a departmental faculty member; permission of the chair required. No more than 3 credits of independent study may be taken. Students will participate in independent studies or complete special projects under the supervision of a departmental faculty member. Subject matter and criteria for completion are established by the supervising faculty member. Each participating student will receive a letter grade for this class.

ECP 789. Workshop in Current Issues in Education and Human Services.

3 hr.; 3 cr. Prereq.: Permission of the department chair. Course content will vary from semester to semester and will cover a range of issues. This course may be repeated for credit if the course content is changed. Students taking this course will receive a pass/fail grade.

ECP 790. Workshop in Current Issues in Education and Human Services.

3 hr.; 3 cr. Prereq.: Permission of the department chair. Course content will vary from semester to semester and will cover a range of issues. This course may be repeated for credit if the course content is changed. Students taking this course will receive a letter grade.

BILINGUAL EXTENSION FOR PUPIL PERSONNEL

The Department of Educational and Community Programs provides a sequence of courses for practicing school counselors, school psychologists, and school

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social workers who currently hold provisional or permanent certification in their respective disciplines and are seeking the bilingual extension. The 15-credit sequence of courses is approved by the New York State Education Department and includes a field component. The purpose of the sequence is to prepare school counselors, school psychologists, and school social workers to provide bilingual educational, psychological, and mental health services to linguistically diverse students and parents in school settings. Individuals who complete the 15-credit sequence will be eligible for the New York State Education Department's bilingual extension in their respective fields.

Sequence Objectives

The bilingual extension sequence of courses is specifically designed for pupil personnel in the fields of school counseling, school psychology, and school social work. Candidates in those various fields take courses together in order to receive an interdisciplinary training experience. Candidates obtain the following competencies:

- an awareness of cross-cultural differences;
- knowledge of the second-language acquisition process;
- knowledge and skills in using a variety of culturally sensitive assessment tools;
- skills in developing and implementing culturally responsive school-based interventions;
- skills in providing culturally responsive consultation services to other school personnel;
- knowledge and skills to work with linguistically and culturally diverse families;
- skills in multicultural counseling, and
- knowledge of educational programs appropriate for bilingual students and English language learners.

Requirements for Admission

Admission to the bilingual extension sequence is open to professionals who:

- (a) have received a graduate degree in school counseling, school psychology, or social work;
- (b) have received and hold valid New York State license or certificate in one of these discipline areas;
- (c) are currently working in these respective disciplines while providing bilingual services; and
- (d) are seeking a bilingual extension in one of these disciplines.

All candidates will be interviewed by sequence advisors. At the time of the interview candidates must submit the following documentation:

- a copy of a graduate transcript from the institution that granted the degree in the candidate's discipline;
- a copy of a valid New York State license or certificate in the candidate's discipline; and
- a letter from the candidate's employer stating that he/she is currently employed as a bilingual clinician and that his/her job responsibilities include providing educational, psychological, and mental health services to bilingual students and families in the candidate's specific language competencies.

Candidates applying for the bilingual extension sequence of courses must complete and submit an application form for nonmatriculated students to the Office of Graduate Admissions. Graduate students funded by the Intensive Teacher Institute (ITI) are welcome to apply for the bilingual extension sequence of courses.

Required Sequence of Courses

The courses that students must complete for the bilingual extension sequence are as follows:

ECPSP 779. Multicultural Issues in Schools.

3 hr.; 3 cr. The course provides an introduction to language, cultural, and social influences that impact on individuals' behaviors, attitudes, and cognitive styles. Language, ethnicity, socioeconomic class, sexual orientation, and gender issues are explored. The course also provides students with knowledge of cultural characteristics of children and families from diverse cultural groups (e.g., African Americans, Hispanic Americans, Asian Americans). In addition, problems in and approaches to bilingual and multicultural assessment, cross-cultural consultation, and interventions with culturally and linguistically diverse children and youth are discussed.

ECPSP 861. Assessment of Linguistically and Culturally Diverse Students.

3 hr.; 3 cr. Students will develop competencies in assessing linguistically and culturally diverse students. A major emphasis is placed on learning appropriate procedures in assessing language proficiency, intellectual, academic, and personality-behavioral functioning of these students. Nontraditional alternative assessment approaches and nonbiased assessment are also covered.

ECPSP 866. Multicultural Interventions.

3 hr.; 3 cr. This course provides an overview of culturally responsive interventions for culturally and linguistically diverse students. Interventions focusing on instruction, classroom management, consultation (i.e., teacher and parents), and counseling are explored. Organizational and school culture issues are also examined within the context of creating school environments that help linguistically and culturally diverse students succeed in schools.

ECPCE 803. Multicultural Issues in Counseling.

3 hr.; 3 cr. This course explores issues of diversity in the counseling process; reviews emerging theories, literature and research in multicultural counseling practice; examines the social and cultural foundations of race,

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ethnicity, gender, and sexual orientation as these relate to counseling practice and human development. Issues of language and language diversity are also addressed.

ECPCE 814. Advanced Seminar in Counseling Applications. 3 hr.; 3 cr. This course entails an in-depth study of specific counseling approaches and their use with various client populations, including culturally and linguistically diverse clients. Case studies will provide a focus for analysis. Students may be required to conduct literature reviews and to make presentations.

As part of the Bilingual extension sequence of courses and as required by New York State, candidates are required to complete a minimum of 50 hours of field-based related bilingual experiences. Candidates will be required to complete multiple assignments that are field based as part of several of the courses in the bilingual extension sequence. As such, candidates must be working in school settings while providing bilingual services to children and families.

Other Requirements

Candidates must demonstrate bilingual proficiency by passing the language proficiency exam required by the New York State Education Department.

For information about how to apply for the bilingual extension sequence of courses, please contact one of the following advisors:

Dr. Emilia Lopez
718-997-5234 • emilia.lopez@qc.cuny.edu

Dr. Lourdes Rivera
718-997-5313 • lourdes.rivera@qc.cuny.edu

School psychologists should contact Dr. Lopez; school counselors should contact Dr. Rivera; social workers may contact either Dr. Lopez or Dr. Rivera.

Counselor Education

Coordinator: John Pellitteri

The Master of Science in Education (MSEd) and the Master of Science (MS) in Counseling degrees are 60-credit programs that prepare students to serve as professional psychological counselors in schools, hospitals, and community agencies. The MSEd program in School Counseling leads to New York State certification in counseling. The 63-credit multicultural specialization program leads to the bilingual extension of the school counseling certification. The MS program in Mental Health Counseling leads to New York State licensing. Candidates seeking specialization in college counseling are enrolled in the mental health program.

The department offers a sequence of courses for practicing school counselors who already hold certification who are seeking a bilingual extension. For additional information, please refer to this *Bulletin* under Bilingual Extension for Pupil Personnel.

The MSEd program in School Counseling can be completed in 2 years full-time (which requires attendance in daytime classes) or 3 to 4 years part-time with evening classes. The MS program in Mental Health Counseling is currently offered as a 3–4-year part-time evening program. All candidates for either master's degree must take the 36-credit sequence of basic and advanced core courses, 12 credits of specialization courses, and 12 credits in fieldwork (for a total of 700 hours).

The core and advanced courses must be taken in sequential order. Lecture courses and the related experiential lab courses are offered in modules and must be taken concurrently. This allows for the development of knowledge and skills in a logical progression from basic competencies to more complex applications. It is necessary for the candidate not only to learn psychological concepts but to be able to apply such

knowledge in various contexts. Candidates must be able to demonstrate the effective application of individual and group counseling skills, as well as assessment, research, and evaluation skills. They are expected to develop critical thinking and insight, to take multiple perspectives, and to synthesize knowledge from various learning experiences in the program. Both personal maturity and academic sophistication are required.

Responsible training for work in school and mental health settings requires that candidates have professionalism in both appearance and demeanor, as well as appropriate personal characteristics. Such characteristics include, but are not limited to, communication skills, interpersonal skills, professional judgment, insight, and ethical conduct. In addition, candidates are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties. If there are questions regarding academic performance or personal/interpersonal capacities, candidates are reviewed by the program faculty to determine their continuation in the program. *In order to maintain matriculation, students must receive a favorable review with regards to:*

1. Grades (a minimum GPA of 3.0).
2. Attendance, punctuality, and participation in classes.
3. Personal and interpersonal abilities relevant to professional counseling.

FACULTY

Pellitteri, John, Coordinator, *Associate Professor*, PhD 1999, New York University: counseling psychology, emotional intelligence, school counseling, music therapy

Day, Matthew S., *Assistant Professor*, PhD 2005, University of New Orleans: group counseling, supervision, family and adolescent counseling

Howell, Lynn C., *Associate Professor*, PhD 1999, Idaho State University: mental health counseling, group

EDUCATIONAL & COMMUNITY PROGRAMS

counseling, human growth and development
Kyle, Jennifer *Assistant Professor*, PhD 2004 CUNY:
clinical psychology, suicide prevention, multicultural
issues, gender,
Rivera, Lourdes, M., *Associate Professor*, PhD 2002,
Fordham, University: counseling psychology, career
counseling and development, multicultural issues
Schwartz, Lester J., *Professor Emeritus*, PhD 1959,
Teachers College, Columbia University: counseling
psychology, career development
Vázquez, Jesse M., *Professor Emeritus*, PhD 1975, New
York University: cross-cultural counseling, individual
and group psychotherapy

PROGRAM FOR THE DEGREES OF MASTER OF SCIENCE IN EDUCATION (MSED) AND MASTER OF SCIENCE (MS) IN COUNSELING

Requirements for Admission

1. Completion of a bachelor's degree with an overall GPA of 3.0.
2. Satisfactory completion of the following 5 prerequisite course areas:
 - Introductory psychology
 - Developmental psychology (child, adolescent, or life-span)
 - Abnormal psychology (or Psychopathology)
 - Statistics
 - Social basis of behavior (sociology, anthropology, or social psychology).
3. Three letters of reference.
4. Satisfactory standards in speech, written English, health, character, and personality.
5. Satisfactory rating on admissions tests, interviews, and references.

In the 500-word essay on the admissions application, please describe your motivations for entering the counseling profession and your expectations of graduate-level study.

Requirements for Completion of the Master's Degree

1. Satisfactory completion of the 60-credit sequence.
2. Demonstration of the professional knowledge and competencies associated with professional counseling.
3. Satisfactory completion of at least 700 hours of supervised fieldwork in approved settings.
4. Satisfactory completion of a final research project.
5. Satisfactory scores on a comprehensive examination.

PROGRAMS & SPECIALIZATIONS

School Counseling Program

The graduate program is approved by the New York State Education Department and leads to *permanent* certification as a school counselor upon completion of the 60-credit MSED degree and 2 years of post-master's employment in a school setting. Students may obtain a *provisional* state certification after the completion of 30 credits. The provisional certification application must be handled by the student directly with the state. Dr. John Pellitteri is the school counseling advisor, and Dr. Lourdes Rivera is the multicultural specialization advisor.

The following are specific requirements for all candidates in school counseling:

- (a) School counseling specialty courses:
ECPCE 802. Special Issues in School Counseling
ECPCE 806. Administration and Organization of
School Counseling Programs
ECPCE 808. Child and Adolescent Counseling
ECPCE 809. Learning & Motivation in School
Counseling

- (b) Fieldwork in K–12 school settings as part of ECPCE 729.4. Practicum in School Counseling (4 credits) and ECPCE 829. Internship in School Counseling (8 credits).
- (c) Completion of a final research project (as part of ECPCE 807 Research Methods) in an area related to school counseling.
- (d) Completion of four workshops: child abuse reporting, school violence, school safety, and substance abuse. The workshop sessions usually last 2–3 hours and are offered periodically throughout the year by the college. Contact the Office of Continuing Education for information about these workshops. (Note that the substance abuse workshop—which is a college requirement but not a state requirement—is embedded in ECPCE 708.)

Additional Requirements for the Bilingual Extension Specialization

- (a) ECPCE 803. Multicultural Issues in Counseling (required for all candidates).
- (b) An additional course in bilingual issues (ECPSP 866. Multicultural Interventions or equivalent, as per advisor) for a total of 63 credits.
- (c) At least 6 of the 8 internship credits (450 internship hours) must be with a bilingual population
- (d) The final research project (ECPCE 807) on a topic in multicultural/bilingual issues.

Mental Health Counseling Program

The Mental Health Counseling program is registered with the New York State Education Department and leads to licensing as a Mental Health Counselor. Post-degree clinical hours and exams are required beyond the master's degree for permanent licensing. Dr. Lynn Howell, Dr. Matthew Day, and Dr. Jennifer Kyle are the advisors for the Mental Health Counseling program.

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Course Sequence for the Part-Time Mental Health Counseling Program

	<i>credits</i>
<i>Fall – first year</i>	
ECPCE 700 Foundations of Counseling	3
ECPCE 704 Counseling Theories	3
ECPCE 701 Lab in Self Awareness	3
<i>Spring – first year</i>	
ECPCE 703 Lab in Counseling Techniques	3
ECPCE 702 Human Development	3
ECPCE 812 Psychopathology and Diagnosis in Mental Health Counseling	3
<i>Fall – second year</i>	
ECPCE 708 Ethics, Clinical Issues, and Crisis Intervention	3
ECPCE 721.4 Practicum in Mental Health Counseling	4
ECPCE 811 Mental Health Counseling	3
<i>Spring – second year</i>	
ECPCE 804 Assessment in Counseling	3
ECPCE 706 Theories of Group Counseling	3
ECPCE 821 Internship	2–3
<i>Fall – third year</i>	
ECPCE 707 Lab in Group Counseling Techniques	3
ECPCE 800 Career Development and Assessment	3
ECPCE 821 Internship	2–3
<i>Spring – third year</i>	
ECPCE 803 Multicultural Issues in Counseling	3
ECPCE 807 Research Methods in Counseling	3
ECPCE 829 Internship	2–3
<i>Fall – fourth year</i>	
ECPCE 813 Family Dynamics	3
ECPCE 829 Internship	2–3
<i>Spring – fourth year</i>	
ECPCE 814 Advanced Applications in Counseling	3
Total	60 cr.

Notes:

1. Candidates may complete the program in 3 years with summer courses.

Additional Requirements for the Counseling in a College Setting Specialization

Students who plan to work as counselors in college settings must complete the Mental Health Counseling program. Dr. Lourdes Rivera is the advisor for the College Counseling specialization and should be notified if you wish to concentrate in this area. In addition to the Mental Health Counseling requirements above, students must complete the following:

- (a) Practicum and internship hours in a college setting that is also acceptable as a mental health site for the New York State License in Mental Health Counseling.
- (b) The final research project in ECPCE 807 on a topic relevant to counseling in a college setting.
- (c) An additional 3-credit course specifically addressing issues of the college organization may be available.

CORE COURSES

ECPCE 700. Foundations of Counseling. 3 hr.; 3 cr. This course is an introduction to the field of counseling and will survey the broad areas of knowledge necessary for preparation of professional counselors. It covers psychological theory that is the basis of the counseling relationship, counseling process, and therapeutic change. The history of counseling, ethics, and the various roles of professional counselors will be addressed. The course facilitates the development of the skills and learning processes necessary for counselor training at the graduate level.

ECPCE 701. Lab in Self Awareness. 3 hr.; 3 cr. Taken concurrently with ECPCE 700, this experiential course develops listening, feedback, and communication skills through guided exercises and readings. The small group experience is used to explore and enhance self-awareness of intrapersonal and interpersonal dynamics through a variety of psychological, social and

professional perspectives. It is the basis for the personal and professional development expected of the counselor-in-training. Graded on a Pass/Fail basis only.

ECPCE 702. Theories of Human Development. 3 hr.; 3 cr. This course is a survey of the major theories of personality, cognitive, and social-emotional development through the lifespan. It includes study of family, social and ecological factors as they interact with individual factors to facilitate development. The course emphasizes the application of developmental principles to counseling interventions.

ECPCE 703. Lab in Counseling Techniques. 3 hr.; 3 cr. Taken concurrently with ECPCE 704, this course focuses on developing basic counseling skills with individuals. Emphasis is on creating the core conditions for facilitating the counseling relationship and process, practicing appropriate application of counseling microskills, and coordinating intervention techniques with counselor intentions for therapeutic change. Role plays, video feedback and group discussions as well as other activities will be used.

ECPCE 704. Counseling Theories. 3 hr.; 3 cr. This course surveys the major theories of counseling and psychotherapy. Issues of theoretical assumptions, assessment, treatment, and outcome will be addressed as well as their application to counseling settings and specific clinical populations. Comparison of the various empirically based models of counseling will aim to derive common principles of therapeutic change.

ECPCE 705. Seminar Practicum in Psychological Counseling with Individuals: Applications. 3 hr.; 3 cr. Graded on a Pass/Fail basis only.

ECPCE 706. Theories of Group Counseling. 3 hr.; 3 cr. This course will provide an overview of the major theories of group counseling with a focus on task groups, psychoeducational groups, and therapy groups.

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Topics will include techniques of group counseling, group dynamics, developmental stage theories, group process components, types of groups, ethical and legal considerations, leadership styles, as well as research and literature in group counseling and social systems. Experiential exercises will be used to reinforce concepts.

ECPCE 707. Lab in Group Counseling

Techniques. 3 hr.; 3 cr. Prereq.: ECPCE 706. This is an experiential course where students practice techniques of group interventions that are taught in the theory part of the course sequence. Students gain experience in developing their own leadership styles and responding to group dynamics. Topics will include techniques of co-facilitation, giving and receiving corrective feedback, and development of group session plans.

ECPCE 708. Ethics, Clinical Issues, and Crisis

Intervention. 3 hr.; 3 cr. This course will cover various clinical topics such as suicide assessment, crisis intervention, critical incident counseling, and grief/trauma issues as well as mental health and substance abuse assessment. Ethical codes for professional counselors will be reviewed and ethical issues will be addressed. Taken as a prerequisite or corequisite with counseling practicum ECPCE 729 or 721.

ECPCE 721. Practicum in Mental Health

Counseling. 100 hr. per semester (placement in a mental health clinic, hospital, or community agency setting); 4 cr. Prereq.: Completion of 12 cr. in the program including ECPCE 703. Prereq./coreq.: ECPCE 708. The focus will be on advanced skills development (through video feedback), integration of counseling theory, and applications to fieldwork sites. Supervision will involve the use of video or audio tapes. Professional counseling issues encountered in field placement will be addressed. A comprehensive case study is required as part of this course.

ECPCE 729. Practicum in School Counseling.

100 hr. per semester (placement in a school setting, grades K–12); 4 cr. Prereq.: Completion of 12 cr. in the program including ECPCE 703. Prereq./coreq.: ECPCE 708. The focus will be on advanced skills development (through video feedback), integration of counseling theory, and applications to fieldwork sites. Supervision will involve the use of video or audio tapes. Professional counseling issues encountered in field placement will be addressed. A comprehensive case study is required as part of this course.

SUBSTANCE ABUSE SPECIALIZATION

ECPCE 730. Overview: General Introduction to Alcoholism and Substance Abuse Sequence.

2 hr. plus conf.; 3 cr. This course covers the etiological theories of alcoholism/substance abuse, pharmacology, process of addiction/stages of alcoholism, recovery process, and defense structures. Attention is given to special ethnic populations, treatment approaches, the counseling of individual substance abusers, and professional counselor ethics.

ECPCE 731. Family and Substance Abuse.

2 hr. plus conf.; 3 cr. Prereq.: ECPCE 730 or faculty approval. This course covers the physiological, sociological, and psychological influences of substance abuse and the family. Attention is given to children and adult children of substance abusers and co-dependency in the family. Couples/alcoholism, domestic violence, sexual issues, and divorce are also addressed. Counseling approaches prior to and after abstinence are covered as well as cultural considerations.

ECPCE 732. Specialized Counseling Techniques for the Addictive Population: Individual and Group.

2 hr. plus conf.; 3 cr. Prereq.: ECPCE 730 or faculty approval. This course covers treatment programs and resources, self-help groups, and critical issues in early, middle, and long-term recovery. Attention is

Course Sequence for the Part-Time School Counseling Program

Fall – first year credits

ECPCE 700	Foundations of Counseling	3
ECPCE 701	Lab in Self Awareness	3
ECPCE 708	Ethics, Clinical Issues, and Crisis Intervention	3

Spring – first year

ECPCE 704	Counseling Theories	3
ECPCE 703	Lab in Counseling Techniques	3
ECPCE 702	Human Development	3

Fall – second year

ECPCE 729.4	Practicum in School Counseling	4
ECPCE 802	Special Issues in School Counseling	3
ECPCE 804	Assessment in Counseling	3

Spring – second year

ECPCE 706	Theories of Group Counseling	3
ECPCE 803	Multicultural Issues in Counseling	3
ECPCE 829	Internship	1

Fall – third year

ECPCE 707	Lab in Group Counseling Techniques	3
ECPCE 800	Career Development and Assessment	4
ECPCE 829	Internship	1-4

Spring – third year

ECPCE 806	Administration/School Counseling	3
ECPCE 807	Research Methods in Counseling	3
ECPCE 829	Internship	1-4

Fall – fourth year

ECPCE 809	Learning and Motivation	3
ECPCE 829	Internship	1-4

Spring – fourth year

ECPCE 808	Child & Adolescent Counseling	3
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Total 60 cr.

Notes:

1. Bilingual Specialization requires one additional course (ECPS 866 or equivalent, per advisor) for a total of 63 credits.
2. Candidates may complete the part-time program in 3 years by taking ECPCE 808 and ECPCE 809 during the summer and completing 3 credits of internship in each semester of year three.
3. The full-time school counseling program is completed in 2 years (4 semesters) by taking 13–16 credits each semester. This program plan requires attendance at afternoon classes (12 noon or 1 pm).

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given to specialized individual and group counseling techniques, with particular emphasis, based on case material, on the techniques of supervision.

ECPCE 733. Special Issues and Special Populations in Alcoholism/Substance Abuse.

2 hr. plus conf.; 3 cr. Prereq.: ECPCE 730 or faculty approval. This course covers special issues in the treatment of substance abusers, such as spirituality, birth defects, AIDS, and dual diagnosis. Special populations are addressed: adolescents, women, mandated clients, and the homeless. Attention is also given to drug prevention, counselor wellness, and professional counselor ethics.

ADVANCED COURSES

ECPCE 800. Career Development and Assessment.

3 hr.; 3 cr. This course will introduce students to the theories and practice of career counseling throughout the lifespan, the administration and interpretation of selected inventories, available career resources, and the ethical and practice standards in the field. As part of this course, issues related to working with diverse populations (gender, race, culture, and sexual orientation) will be explored. Field-based hours outside the classroom are required to administer career assessment instruments.

ECPCE 801. Seminar Practicum in Career Counseling.

3 hr.; 3 cr.

ECPCE 802. Special Issues in School Counseling.

3 hr., 3 cr. This course involves the study of special issues in school counseling including substance abuse, suicide, violence, trauma, crisis intervention, and ethics as they relate to educational settings. Particular emphasis is given to issues related to special needs students. The course will also cover counseling strategies, consultation and resources in the community. Spring

ECPCE 803. Multicultural Issues in Counseling.

3 hr.; 3 cr. This course will introduce students to issues of diversity within the counseling process and society as a whole. As part of this course, students will examine issues related to race, culture, ethnicity, gender, sexual orientation, religion, socioeconomic class, and power. Students will be introduced to ethical and practice standards in the field as they relate to working with the culturally diverse client. A significant aspect of this course is to assist the emerging counselor in developing a deeper self-awareness as an individual and a professional, particularly as it relates to issues of diversity, and the impact of these issues on professional roles.

ECPCE 804. Assessment Methods in Counseling.

3 hr.; 3 cr. This course covers the concepts, principles, and theoretical foundations of psychological and educational measurement. It surveys individual cognitive, personality, and educational measures as well as couples, family and group assessment instruments. Consideration is given to ethical practice and to factors of culture, gender, language, ethnicity, age, disability, and examiner bias in the administration and interpretation of tests.

ECPCE 805. Seminar Practicum in Testing and Measurement.

3 hr.; 3 cr. Supervised experience.

ECPCE 806. Administration and Organization of School Counseling Programs.

3 hr.; 3 cr. This course covers the role and function of the counselor in school settings; the study of school structure, policies, and procedures; the development, implementation, and evaluation of counseling and guidance services; issues in consultation, administration, and systemic interventions.

ECPCE 807. Research Methods in Counseling.

3 hr.; 3 cr. This course is a survey of methods of research design. It includes program evaluation, ethical and legal considerations in research and the interpretation and critique of research as it relates to the field of

counseling. The students work with the instructor to develop a research project in the student's area of specialization and interest or are involved in direct research activities.

ECPCE 808. Child and Adolescent Counseling.

3 hr.; 3 cr. Prereq.: ECPCE 702. Theories of Human Development or equivalent. This course will focus on the methods, techniques and issues of counseling children and adolescents. General considerations of developmental stages, family dynamics, school environment and the therapeutic relationship will be discussed. The etiology and assessment of common childhood disorders and empirically supported treatment will be reviewed. Cognitive-behavioral, pharmacological, educational, and ecological interventions will be addressed as well as issues of prevention and community resources.

ECPCE 809. Learning and Motivation in School Counseling.

3 hr.; 3 cr. This course will cover major theories of learning and motivation as they apply to school counseling settings. Principles of attribution, self-efficacy, goal setting, conditioning and information processing will be applied to student achievement and academic development as well as to the counseling experience as a type of learning process. Emphasis will be placed on the role of the counselor as a consultant to teachers, in support services for students with learning and motivation difficulties, and in psychoeducational and ecological interventions. The course is designed for the graduate students to experience their own learning and motivational processes.

ECPCE 811. Mental Health Counseling.

3 hr.; 3 cr. This foundation course surveys the role of mental health counselors on the state and national levels. Topics will include requirements for licensing, history of the discipline, supervision, consultation, community issues, prevention, and legal/ethical issues. This course is required for students in the mental health program.

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ECPCE 812. Psychopathology and Diagnosis in Mental Health Counseling. 3 hr.; 3 cr. This course covers the DSM classification system of mental disorders and focuses on the etiology, developmental pathways, assessment and treatment of various psychopathologies. Psychopharmacology and other treatment approaches will be addressed as well as the role of the mental health counselor. This course is required for the Mental Health program.

ECPCE 813. Family Dynamics. 3 hr.; 3 cr. In this course the main stages of the family life cycle are studied as a means of understanding the family as a system of human relationships. Developmental stages, family rituals, family crises, and other variables affecting family development are examined. The purpose of this course is to enable students to assess family systems, to develop knowledge of current family life demographics, and to gain an understanding of marriage and family styles, symptomatology, and counseling techniques.

ECPCE 814. Seminar in Advanced Applications of Psychological Theories. 3 hr.; 3 cr. Prereq.: ECPCE 700; ECPCE 704; ECPCE 703. This course entails an in-depth study of specific counseling approaches and their use with various client populations. Case studies will provide a focus for analysis. Students are required to conduct literature reviews and to make presentations.

ECPCE 818. Special Topics in Counseling. 2 hr. plus conf.; 3 cr. A course with changing content relating to topics of current relevance to the field of counseling.

ECPCE 821. Internship in Mental Health Counseling. 2 hr. plus fieldwork; 1–4 cr. May be repeated for credit. Prereq.: Permission of the advisor and completion of the Counseling Mental Health Practicum Course ECPCE 721.4. Students will be placed for 75 to 300 hours per semester in a hospital, clinic, or agency under supervision of a field clinician and Queens College faculty. Graded on a Pass/Fail basis only.

ECPCE 821.1. 1 cr. (75 hr.)

ECPCE 821.2. 2 cr. (150 hr.)

ECPCE 821.3. 3 cr. (225 hr.)

ECPCE 821.4. 4 cr. (300 hr.)

ECPCE 829. Internship in School Counseling. 2 hr. plus fieldwork; 1-4 cr.. 1 to 4 credits. May be repeated for credit. Prereq.: Permission of Advisor and completion of the School Counseling Practicum course ECPCE 729. Students will be placed for 75 to 300 hours per semester in a K-12 educational setting under supervision of field clinician and Queens College faculty. Graded on a Pass/Fail basis only.

ECPCE 829.1 1 cr. (75 hr.)

ECPCE 829.2 2 cr. (150 hr.)

ECPCE 829.3 3 cr. (225 hr.)

ECPCE 829.4 4 cr. (300 hr.)

ECPCE 834. Advanced Course in Family Education: Parenting Models. 2 hr. plus conf.; 3 cr. Exploration of models of effective parenting in single, multiple, and blended families.

Educational Leadership

Coordinator: Terrence Quinn

ADVANCED CERTIFICATE PROGRAMS FOR SCHOOL BUILDING LEADER

The college will admit to the program in Educational Leadership only those whom it considers to be potentially outstanding leaders in schools and communities. The program aims to develop the personal qualities and professional skills essential for educational leadership. To this end, it provides opportunities of many kinds, including seminar courses, simulated experiences, and planned fieldwork experiences. Each candidate's program is planned individually to make certain it includes the graduate studies that are needed to improve his/her background for the professional career for which he/she is preparing. Candidates are carefully selected from among those applicants who meet specific qualifications.

The programs at the post-master's level lead to New York State certification as a School Building Leader and as a School District Leader. Candidates enrolled in the program should plan to complete it without interruption, and may be allowed five years to satisfy all course requirements. Requests for extensions of time must be submitted to the Office of Graduate Studies. Appeals concerning this decision should be directed to the Graduate Scholastic Standards Committee, whose decision is final.

Interested individuals should make application to the program coordinator.

FACULTY

Quinn, Terrence, Coordinator, *Associate Professor*, EdD 1995, St. John's University: administrator training programs, organizational behavior, leadership styles

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- Bridglall, Beatrice, *Assistant Professor*, EdD, 2004, Teachers College, Columbia University: educational leadership
- Genao, Soribel, *Assistant Professor*, PhD, 2010, Rutgers University, public administration
- Wamba, Nathalis, *Associate Professor*, PhD 1991, New York University: action research, educational policy, critical theory, and postmodernity
- Dunn, Kenneth J., *Professor Emeritus*, EdD 1967, Teachers College, Columbia University: administration, learning and teaching styles, administrative style, curriculum and in-service training
- Tobias, Randolph A., *Associate Professor Emeritus*, EdD 1976, Teachers College, Columbia University: curriculum development and instructional strategies, social studies methods, supervision and instruction

Requirements for Matriculation

The program is open only to individuals who have been selected as appropriate and qualified candidates with the following qualifications:

1. Both baccalaureate and master's degrees, with a minimum grade-point average (GPA) of 3.0, from approved postsecondary institutions. Evidence of achievement at the undergraduate and graduate levels will be given primary emphasis in the admissions process.
2. A minimum of three years of successful full-time teaching or related experience in a public, private or parochial school, or at the college or university level.
3. A minimum of three professional recommendations from supervisors that attest to the applicant's supervisory/leadership experiences and potential.
4. A written statement of approximately 1,000 words detailing reasons for the applicant's interest in the educational leadership program, including relevant experiences and responsibilities that give evidence of leadership potential.

5. A formal interview with at least two members of the full-time faculty.

6. All candidates must represent the program's high standards of integrity, honesty, emotional stability, and commitment to foster these qualities in future administrators.

PROGRAM OF STUDY FOR THE SCHOOL BUILDING LEADER CERTIFICATE

The program requires the completion of 10 courses (30 credits) as outlined below. Candidates who complete these 30 credits and maintain an average of *B* (3.0) or better are eligible to receive New York State Building Leader certification, pending satisfactory completion of the New York State Educational Leadership Assessment Examination.

The 11 required courses for completion of the program include:

	<i>credits</i>
ECPEL 880 Leadership Theory and Practice	3
ECPEL 881 Curriculum and Supervision	3
ECPEL 882 School Finance	3
ECPEL 883 Human Relations for the Educational Leader	3
ECPEL 884 Data for School Planning	3
ECPEL 885 Legal Problems in Public Education: Political and Economic Implications	3
ECPEL 886 Management of Teaching and Learning for Administrators	3
ECPEL 887 Technology for School Leaders	3
ECPEL 888 Critical Issues and Guidelines	3
ECPEL 890 Guided Field Experience in Administration and Supervision	3
ECPEL 894 Supervisory Practicum	3

Total 33 cr.

Of the 30 credits required to complete the School Building Leader program, up to 6 credits may be taken at other institutions and transferred into this program, if approved by the coordinator.

Candidates must follow the course sequence listed below:

<i>First Year</i>		<i>credits</i>
880	Leadership Theory and Practice	3
881	Curriculum and Supervision	3
883	Human Relations for the Educational Leader	3
886	Management of Teaching and Learning for Administrators	3
<i>Second or Third Year</i>		
882	School Finance	3
885	Legal Problems in Public Education: Political and Economic Implications	3
887	Technology for School Leaders	3
888	Critical Issues and Guidelines	3
890	Guided Field Experience in Administration and Supervision	3
894	Supervisory Practicum	3

COURSES IN THE SCHOOL BUILDING LEADER PROGRAM

ECPEL 880. Leadership Theory and Practice. 3 hr.; 3 cr. Administrative theory and research. Theoretical approaches to the study of organization behavior; the nature of organizations; systems analyses; research concerned with change in systems and groups.

ECPEL 881. Curriculum and Supervision. 3 hr.; 3 cr. An examination of the trends and issues in the school curriculum with emphasis on the development

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of theoretical bases for the making of curriculum decisions. A critical examination of the literature on supervision in education and related fields. Current practices will be appraised in relation to the teaching/learning process.

ECPEL 882. School Finance. 3 hr.; 3 cr. An examination of school finance and budgeting practices in public elementary and secondary schools in New York state. Current practices of data-driven decision-making by school leaders will be discussed.

ECPEL 883. Human Relations for the Educational Leader. 3 hr.; 3 cr. Study of the variety of supervisory and administrative relationships. Fields of psychology, social psychology, sociology, and education will be drawn upon to develop an understanding of human behavior and methods of working with others.

ECPEL 884. Data for School Planning. 3 hr.; 3 cr. This course prepares prospective school administrators to use data as a tool to examine school issues and develop improvement plans. The course teaches the processes of data analysis, collection and management, and then requires participants to develop a School Improvement Plan for a real school striving to reverse a pattern of declining school achievement. The focus is on helping participants work collaboratively to evaluate a wide range of data sources so they can initiate thoughtful plans and recommendations based on data review.

ECPEL 885. Legal Problems in Public Education: Political and Economic Implications. 3 hr.; 3 cr. Current and historic law in public education. Will inform candidates of basic legal principles as they affect public schools in general; in particular, candidates will study such areas as freedom of speech, student rights, search and seizure, torts, teacher rights, religion in the public schools, and constitutional due process.

ECPEL 886. Management of Teaching and Learning for Administrators. 3 hr.; 3 cr. This course will include an analysis of teaching strategies and of the learning patterns of individual students. A review of the research will be followed by practical applications in the classroom. Assessment instruments, observation forms, and counseling techniques designed for the improvement of instruction and staff development will be studied and evaluated. Teaching and learning style models will be emphasized. Applications for future administrators will be covered. Instructional environments, teaching strategies, learning materials, homework patterns, and classroom management techniques will be described and implemented.

ECPEL 887. Technology for School Leaders. 3 hr.; 3 cr. An introduction to basic programming plus applications of computers to instruction and in school management.

ECPEL 888. Critical Issues and Guidelines. 3 hr.; 3 cr. Examination of specific and universal problems of school administration. Application of case studies, role playing, and group analysis focused on recurring themes of educational governance at the building level.

ECPEL 890. Guided Field Experience in Administration and Supervision. 3 hr.; 3 cr. Seminar and fieldwork requirement. Both fieldwork placement and hours must be approved by the coordinator.

ECPEL 892. Action Research for School District Leaders. 3 hr.; 3 cr. Prereq.: Satisfactory completion of the 30-credit School Building Leader program. This course introduces the methods and concepts of action research and its various approaches, with an emphasis on approaches that encourage the participation of as many stakeholders as possible. This course is designed to give educational leadership candidates

interested in improving classroom instruction and school administration greater insight into the nature of action research in the field of education. The course emphasizes the view that action research is an inquiry process that is school- and classroom-based and tied to professional development. Practitioner-researchers are most capable of generating new knowledge about teaching practice through this inquiry process.

ECPEL 893. School District Organization, Supervision, and Administration. 3 hr.; 3 cr. Prereq.: completion of the 30-credit School Building Leader program. This course prepares School District Leaders—including Superintendent of Schools, Assistant Superintendent, District Coordinator, Supervisor, Director, and other positions at the district/central office level in the complex functions of those offices—to serve schools in diverse urban and suburban settings. This course is designed to meet the Interstate School Leaders Licensure Consortium (ISLLC) standards 1, 2, 3, 4, and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

ECPEL 894. Supervisory Practicum. 3 hr.; 3 cr. Advanced courses in supervision for candidates preparing for school leadership roles. Candidates will observe, facilitate, consult, and supervise first-year candidates under close supervision of faculty. Theoretical concepts are used to analyze small group interactions and supervisory conferences. These experiences provide the framework for individual instruction in the leadership of small groups.

COURSES IN THE SCHOOL DISTRICT LEADER PROGRAM

Note: Completion of the 30-credit program for the School Building Leader Certificate is prerequisite for the following courses.

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ECPEL 892. Action Research for School District Leaders. 3 hr.; 3 cr. . Prereq: Satisfactory completion of the 30-credit School Building Leader program.

This course introduces the methods and concepts of action research and its various approaches, with an emphasis on approaches that encourage the participation of as many stakeholders as possible. This course is designed to give educational leadership candidates interested in improving classroom instruction and school administration greater insight into the nature of action research in the field of education. The course emphasizes the view that action research is an inquiry process that is school and classroom-based and tied to professional development. Practitioner-researchers are most capable of generating new knowledge about teaching practice through this inquiry process. Approval to register for this course must be given by the instructor.

ECPEL 893. School District Organization, Supervision and Administration. 3 hr.; 3 cr. Prereq.: completion of the 30-credit School Building Leader program. This course prepares School District Leaders—including Superintendent of Schools, Assistant Superintendent, District Coordinator, Supervisor, Director, and other positions at the district/central office level in the complex functions of those offices—to serve schools in diverse urban and suburban settings. This course is designed to meet the Interstate School Leaders Licensure Consortium (ISLLC) standards 1, 2, 3, 4, and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

Special Education

Coordinator: Peishi Wang

There are three distinct 36-credit master degree programs in Special Education. Each focuses on a different age and grade range. The Early Childhood program focuses on children, Birth–Grade 2; the Childhood program on Grades 1–6; and the Adolescent program on Grade 7 through age 21.

Each program prepares candidates to work with children or youths whose disabilities range from mild to severe. Upon completion of their program, graduates are eligible for initial/professional or permanent New York State Certification in Special Education within their age/grade level.

All programs are part-time and take 3 years to complete. Candidates are required to take internship courses during the summer. They must also follow a prescribed course of study.

The Behavior Analyst Certification Board, Inc. has approved a sequence of courses in the Masters of Science in Education degree programs in Special Education as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination. Applicants for the Board Certified Behavior Analyst (BCBA) will have to meet additional requirements to qualify for the BCBA examination and will be required to (a) declare their intention to complete the BCBA course sequence within their first semester of matriculation, (b) complete an additional 3-credit course (Advanced Workshop in Applied Behavior Analysis), bringing the total credits to 39 credits, and (c) complete their internship in severe disabilities (ECPSE 725) in a site in which they can be supervised by a licensed Board Certified Behavior Analyst.

There is also a 60-credit dual certification Masters of Arts in Teaching degree program at the childhood level, which prepares participants for teacher certification in both elementary education and special education (grades 1-6). This program is offered in collaboration

with the Department of Elementary and Early Childhood Education for individuals who do not have undergraduate preparation in education and who are not eligible for initial teacher certification.

Additionally, there are three 18-credit Post-Masters, Advanced Certification programs, focused at the three age ranges mentioned above, which prepare participants who already have teacher certification and master's degrees, for additional teacher certification in special education.

The faculty is committed to preparing teachers who have the knowledge, skills, and disposition to help children and youths with disabilities become independent, productive, fully included members of their schools and society. The purpose of the programs in Special Education is to help candidates develop the competencies needed to teach children and youths with disabilities, including severe disabilities, in a variety of settings, including age-appropriate general education environments. To this end, the New York State Pedagogical Core requirements for teachers of special education and related competencies have been embedded throughout the curriculum and programs.

FACULTY

Wang, Peishi, *Assistant Professor*, Coordinator, PhD, BCBA-D, 2005, Teachers College, Columbia University: special education, mental retardation and autism

Brown, Fredda A., *Professor*, PhD 1981, University of Kansas: individuals with severe disabilities

Ferrara, Denise L., *Lecturer*, MS 1997, Hofstra University: research and program evaluation

Kim, Sun A., *Assistant Professor*, PhD 2007 University of Texas at Austin: special education, learning disabilities and mathematics

Michaels, Craig, *Professor*, Department Chair, PhD 1993, New York University: special education, educational psychology

EDUCATIONAL & COMMUNITY PROGRAMS

Oliva, Christopher M., *Assistant Professor*, PhD 1981, University of Kansas: education and behavioral supports

Woolf, Sara B., *Lecturer*, MA 1982, New York University: deafness rehabilitation

Margolis, Howard, *Professor Emeritus*, EdD 1974, Hofstra University: diagnosis and remediation of learning difficulties, parent involvement in program planning, motivation theory

Truesdell, Lee Ann, *Associate Professor Emerita*, PhD 1978, Florida State University: special education, curriculum, instruction, supervision

Matriculation Requirements for MSED in Special Education

Applicants to the graduate programs in Special Education must:

- Hold an initial/provisional certificate in general education in the age/school range of the special education program to which they apply (Birth–Grade 2; Grades 1–6; Grade 7 through age 21).
- Have a 3.0 GPA. In rare cases, the program might accept, as a probationary candidate, an applicant with a slightly lower GPA; such candidates must earn a *B* or better in each of their first four 3-credit special education courses.
- Write a well-organized, well-conceptualized essay that clearly communicates their reasons for pursuing a degree in special education.
- Provide three letters of recommendation from professional sources. The letters must demonstrate the applicant's superior abilities, qualities, and potential as a graduate candidate in special education.
- Indicate the nature of their current and past experiences with people with disabilities.

Maintenance Requirements

All matriculated candidates in the graduate programs in Special Education must maintain a 3.0 GPA. Candidates

who achieve a course grade of less than *B–* must meet with their advisor.

Candidates must have a 3.0 GPA to register for the summer internship course (ECPSE 725) and for research courses (ECPSE 746, 748). Candidates who achieve less than a *B–* in an internship course must meet with their advisor to determine if they should continue in the program and, if so, the conditions for continuing. If the candidate and advisor deem that the deficiencies can be rectified, an individualized plan, including a guided internship experience, may be written, and the candidate will be required to register for the Supervised Internship in Special Education (ECPSE 754).

Graduation Requirements

To qualify for graduation, candidates must achieve a 3.0 GPA, complete their prescribed 36-credit course sequence, and complete a culminating research project (activity). The culminating research project is completed under the supervision of a faculty member in ECPSE 746 and ECPSE 748.

Matriculation Requirements for MAT Dual Certification Program in Childhood Education and Special Education

Applicants to the dual certification MAT graduate program in Childhood Education and Special Education must:

- Have an undergraduate major in Liberal Arts or Science with a minimum of 30 credits.
- An overall Grade Point Average (GPA) of 3.0 or better.
- Write a well-written essay explaining why the applicant chose to pursue dual certification in elementary and special education.
- Provide three letters of recommendation that demonstrate the applicant's abilities, qualities, and promise as an educator.

Academic Prerequisites

Additionally applicants must have had an undergraduate course distribution in the following prerequisites:

English Language Arts

Successful completion (i.e., a grade of *B* or better in each course) of 2 English courses, one must be English Composition.

The Arts

Successful completion of 2 Art courses (i.e., a grade of *C* or better in at least one of these courses).

Social Sciences

Successful completion (i.e., a grade of *C* or better in each course) of 4 Social Sciences courses. At least one of these courses must be a U.S. history course.

Math, Science, and Technology

Successful completion (i.e., a grade of *C* or better in each course) of 6 courses selected from the areas typically classified as mathematics, science and technology. At least one of these courses must be a lab science course.

Foreign Language

Successful completion of two semesters of foreign language at the college level (grade of *C* or better) or 3 years of high school study in the same language with a passing grade on NYS High School Regents examination in Foreign Language.

Maintenance Requirements

Once admitted to the dual certification program, candidates must:

- Maintain at least a *B* average (3.0 grade-point average) and demonstrate professional dispositions and behavior¹ to remain matriculated and to graduate.

1. Candidates in this new program will be expected to demonstrate professional behaviors and dispositions that are consistent with (a) the Core Values of the Education Unit at Queens College of “promoting Equity, Excellence, and Ethics in urban schools and communities”; and (b) the code of ethics for special education

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professionals (as adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983); see <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm>.

2. As per Queens College graduate student governance policy, “a matriculated graduate student who is dismissed must remain out of the College for at least one semester. To return, the student must file a formal application for reentry and pay a non-refundable reentry fee by the appropriate deadline. The student must also petition the Office of Graduate Studies for permission to reenter. Requests for reentry will be reviewed on an individual basis. Permission to reenter following suspension may be granted one time only” (Graduate Bulletin 2002—2004, p. 31).

- A matriculated candidate whose grade-point average falls below 3.0 during the course of the program will be placed on probation. The candidate will then have up to 12 graduate credits within which to raise the grade-point average to 3.0. If this is not achieved the candidate will be dismissed.²

Graduation Requirements

To graduate, all candidates must:

- Maintain a 3.0 GPA and complete all coursework.
- Perform successfully on all program-level and unit-level assessments.
- Apply for graduation in the spring of the semester they will graduate.
- Successfully complete a research project developed with and supervised and supported by a faculty member in either ECPSE or EECE.

Teacher Certification Requirements

Graduates who meet all requirements of the MAT degree program, and who complete the required seminars and New York State assessments, will be recommended to New York State for initial certification in both general education and special education at the childhood level (grades 1-6). Professional Certification in both areas will follow automatically once a graduate has completed the equivalent of three years of teaching in New York State.

Matriculation Requirements for the Post-Master’s, Advanced Certification Programs in Special Education

Applicants to the Post-Master’s, Advanced Certification Programs in Special Education must:

- Have completed a master’s degree in education.
- Have an overall Grade Point Average (GPA) of 3.0 or better in their master’s program.
- Have New York State Teacher Certification at the Initial (Provisional) and/or Professional (Permanent) level in general education (in early childhood education, childhood education, or a secondary content area).

Candidates with master’s degrees and existing certification in early childhood education are eligible for either the early childhood special education advanced certificate program or the childhood special education advanced certificate program.

Candidates with master’s degrees and childhood certification are eligible for either the childhood special education advanced certificate program or the early childhood special education advanced certificate program.

Candidates with master’s degrees and existing certification in a secondary content area (e.g., history, mathematics, chemistry, English) are eligible for the adolescent special education advanced certificate program.

Maintenance and Graduation Requirements.

Once admitted to one of these post-masters, advanced certificate programs, candidates will be required to:

- Get a grade of 3.0 or better in each class.
- Demonstrate professional dispositions and behaviors.
- Perform successfully on all program-level and unit-level assessments.

Teacher Certification Requirements

Candidates who meet these requirements for graduation, and who have completed all required New York State seminars and have taken the Content Specialty Test (CST) in Students with Disabilities, will be recommended to the New York State Education Department by the Queens College Office of Teacher Certification for extensions to their licenses in Teaching Students with Disabilities at the appropriate age/grade level.

Special Notes

Due to changing state certification requirements and ongoing improvements to the Special Education programs, some information in this *Bulletin* may be inaccurate. Please check with the department for updated information.

Questions about the graduate Special Education programs should be directed to the advisor for the age or specialty: Early Childhood (Birth–Grade 2), Childhood (Grades 1–6), Adolescent (Grade 7 through age 21), or students with Severe Disabilities (all ages). You may contact the advisor by phone or email. A department secretary will direct you to the appropriate member of the faculty.

Candidates who enter a Special Education program but lack provisional or initial certification in general education in the grade/age range of their Special Education program may not be eligible for New York State certification. Such candidates are responsible for obtaining certification on their own and may have to take additional courses at Queens College or another accredited graduate school. Similarly, candidates who have not passed required state tests may not be eligible for certification and will have to pass these tests.

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COURSES IN THE GRADUATE MAT DUAL-CERTIFICATION PROGRAMS IN CHILDHOOD EDUCATION AND SPECIAL EDUCATION

Phase 1: Pedagogical Foundations (21 cr.)

EECE 702	Social Foundations of Education	3 cr.
ECPSE 700	Foundations of Special Education	3 cr.
EECE 711	Ecological Perspectives on Development—The Childhood Years	3 cr.
ECPSE 701	Introduction to Assessment in Special Education	3 cr.
EECE 520	Language Development and Emergent Literacy	3 cr.
EECE 525	Language and Literacy Learning in the Elementary Years	3 cr.
ECPSE 720	Trends and Issues in the Education of Learners with Severe Disabilities	3 cr.

Phase 2: Pedagogical Core (21 cr.)

EECE 545	Social Studies in the Elementary School	3 cr.
EECE 550	Mathematics in the Elementary School	3 cr.
EECE 555	Science in the Elementary School	3 cr.
ECPSE 710	Curriculum and Instruction for Childhood Special Education	3 cr.
ECPSE 742	Foundations of Assistive and Instructional Technology	3 cr.
ECPSE 708	Collaboration with Families and School-Based Teams	3 cr.
ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports	3 cr.

Phase 3: Student Teaching (12 cr.)

EECE 566	Student Teaching in Elementary Education	6 cr.
ECPSE 725	Internship in Severe Disabilities	6 cr.

Phase 4: Research (6 cr.)

Select a two-course sequence in research in special education or elementary education

ECPSE 746	Research in Special Education	3 cr.
ECPSE 748	Advanced Research in Special Education	3 cr.

OR

EECE 780	Introduction to Educational Research	3 cr.
EECE 781	Inquiry into Teaching	3 cr.

Total 60 cr.

COURSES IN THE POST-MASTER'S, ADVANCED CERTIFICATION PROGRAMS IN SPECIAL EDUCATION

Early Childhood Special Education

ECPSE 700	Foundations of Special Education	3 cr.
ECPSE 730	Curriculum and Instruction for Early Childhood Special Education	3 cr.
ECPSE 701	Introduction to Assessment in Special Education	3 cr.
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3 cr.
ECPSE 725	Internship in Severe Disabilities	6 cr.
Total	18 cr.	

Childhood Special Education

ECPSE 700	Foundations of Special Education	3 cr.
ECPSE 710	Curriculum and Instruction for Childhood Special Education	3 cr.
ECPSE 701	Introduction to Assessment in Special Education	3 cr.
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3 cr.
ECPSE 725	Internship in Severe Disabilities	6 cr.
Total	18 cr.	

Adolescent Special Education

ECPSE 700	Foundations of Special Education	3 cr.
ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3 cr.
ECPSE 701	Introduction to Assessment in Special Education	3 cr.
ECPSE 722	Applied Behavior Analysis & Positive Behavior Supports	3 cr.
ECPSE 725	Internship in Severe Disabilities	6 cr.
Total	18 cr.	

COURSES IN SPECIAL EDUCATION

ECPSE 550., Foundations of Special Education.

3 hr. plus 15 hr. fieldwork; 3 cr. Prereq: Either: (a) SEYS 552—Educational Psychology and SEYS 536—Educational Foundations; or (b) EECE 702—Social Foundations of Education, EECE 704—Major Contemporary Issues in Education and EECE 705—School and Community Relations; coreq.: A discipline-specific teacher educator course with fieldwork. ECPSE 550 prepares non-special education teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Teacher education candidates across certification areas and age-ranges are exposed to research-validated professional practice that result in the creation of effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. Fifteen hours of fieldwork focusing on meeting the needs of students with disabilities within candidates' certification area or age-range are required.

ECPSE 700. Foundations of Special Education.

3 hr.; 3 cr. Education and psychology in Special Education are stressed, with emphasis on developing a broad background of knowledge about students with

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Early Childhood Special Education	Childhood Special Education	Adolescent Special Education*
ECPSE 700. Foundations of Special Education	ECPSE 700. Foundations of Special Education	ECPSE 700. Foundations of Special Education
ECPSE 722. Applied Behavior Analysis & Positive Behavior Supports	ECPSE 722. Applied Behavior Analysis & Positive Behavior Supports	ECPSE 722. Applied Behavior Analysis & Positive Behavior Supports
ECPSE 720. Trends and Issues in the Education of Learners with Severe Disabilities	ECPSE 720. Trends and Issues in the Education of Learners with Severe Disabilities	ECPSE 720. Trends and Issues in the Education of Learners with Severe Disabilities
ECPSE 701. Introduction to Assessment in Special Education	ECPSE 701. Introduction to Assessment in Special Education	ECPSE 701. Introduction to Assessment in Special Education
ECPSE 725. Internship in Severe Disabilities	ECPSE 725. Internship in Severe Disabilities	ECPSE 725. Internship in Severe Disabilities
ECPSE 730. Curriculum and Instruction for Early Childhood Special Education	ECPSE 710. Curriculum and Instruction for Childhood Special Education	ECPSE 740. Curriculum and Instruction for Adolescent Special Education
ECPSE 712. Language and Literacy: Principles and Practices	ECPSE 712. Language and Literacy: Principles and Practices	ECPSE 712. Language and Literacy: Principles and Practices
ECPSE 731. Advanced Seminar in Early Childhood Special Education	ECPSE 711. Advanced Seminar in Special Education	ECPSE 741. Advanced Seminar in Adolescent Special Education
ECPSE 708. Collaboration with Families and School-Based Teams	ECPSE 708. Collaboration with Families and School-Based Teams	ECPSE 708. Collaboration with Families and School-Based Teams
ECPSE 746. Research in Special Education	ECPSE 746. Research in Special Education	ECPSE 746. Research in Special Education
ECPSE 748. Advanced Research in Special Education	ECPSE 748. Advanced Research in Special Education	ECPSE 748. Advanced Research in Special Education
36 credits	36 credits	36 credits *Content Specialist

various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education are required.

ECPSE 701. Introduction to Assessment in Special Education. 3 hr.; 3 cr. Prereq.: ECPSE 700. The purpose of this course is to prepare special education teachers across all age-range certifications to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students, including those students who are classified

for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills, and dispositions associated with the application of assessment information to individual student and program evaluation as well as to classroom and curriculum planning.

ECPSE 708. Collaboration with Families and School-Based Teams. 3 hr.; 3 cr. Prereq: ECPSE 700. This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development, with particular emphasis on working with families and multiple school and community partners. Candidates examine specific practices to enhance cross-disciplinary, cross-

cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Candidates will apply knowledge to students with mild, moderate, and severe disabilities. Through active and guided participation, candidates acquire enhanced communication, problem-solving, facilitation and leadership skills necessary to develop integrated special education and related services. Co-teaching with another teacher or related service professional is a required field-based assignment.

ECPSE 710. Curriculum and Instruction for Childhood Special Education. 3 hr.; 3 cr. Prereq: ECPSE 700, 722. Theory and research about children with mild, moderate, and severe disabilities at the childhood level (grades 1–6) and exemplary practices in informal assessment, curriculum design, adaptations,

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effective instruction, and supportive learning environments, with additional focus on the use of instructional and assistive technology. Field experience of at least 15 hours involves program candidates in assessment, curriculum adaptations, and teaching a small group of children who exhibit learning problems. Reflection on practice involves an analysis of learning and behavior change.

ECPSE 711. Advanced Seminar in Childhood Special Education. 3 hr.; 3 cr. Prereq: ECPSE 710. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in childhood special education for students with mild, moderate, and severe disabilities. This advanced seminar will focus critically on the core values of the Queens College Education Division related to promoting Equity, Excellence, and Ethics in urban schools and communities.

ECPSE 712. Language and Literacy: Principles and Practices. 3 hr.; 3 cr. Prereq.: ECPSE 700, ECPSE 722, ECPSE 710. This course examines developmental and pedagogical principles of language and literacy development and explores best practices in curriculum and instruction for promoting language and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure across developmental levels (i.e., at the early childhood, childhood, and adolescent levels). Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

ECPSE 720. Trends and Issues in the Education of Learners with Severe Disabilities. 3 hr.; 3 cr. Prereq.: ECPSE 700, 722. This course is designed to

acquaint students with the characteristics, assessment strategies, methods of teaching, team approaches, and current research and life span issues related to the education of learners with severe and multiple disabilities, and learners on the autism spectrum. Emphasis is placed on research-based methodology, language development, and teaching skills that increase self-determination and quality of life for students and their families.

ECPSE 722. Applied Behavior Analysis and Positive Behavior Supports. 3 hr.; 3 cr. Coreq: ECPSE 700. Program candidates will learn and examine environmental influences on student behavior. Additionally, candidates will learn about assessment of behavior problems, various educative and positive behavioral strategies, and the use of single subject designs to evaluate behavior change in applied settings for students with mild, moderate, and severe disabilities. Field experiences of about 5 hours involve candidates in measurement and analysis of student behavior.

ECPSE 725. Internship in Severe Disabilities. 3 hr. plus participation: 6 cr. Prereq.: ECPSE 700, 720, 722. Supervised teaching of students with severe disabilities within the candidate's certification area, with a focus on students on the autism spectrum. Candidates will be placed in a classroom with students with intensive support needs, where they will be provided the opportunity and guidance to participate in application of theories and practices discussed in prerequisite courses. Clinical component consists of full-time participation and teaching for the entire semester. Seminars supplement the clinical experience. Entry into this internship requires a *B* or better in both ECPSE 720 and 722.

ECPSE 730. Curriculum and Instruction for Early Childhood Special Education. 3 hr.; 3 cr. Prereq: ECPSE 700, 722. This course is designed to introduce program candidates to critical issues

in curriculum and instruction for working with children with mild, moderate, and severe disabilities (birth through age 8) and their families in inclusive environments. Candidates will be provided with an understanding of developmentally appropriate programs and practices for young children with disabilities. Emphasis will be on the historical, educational, philosophical, and legal foundations that have guided practice and policy in early childhood special education and early intervention. Fifteen hours of field experience will include observation and analysis of young children, and school environments.

ECPSE 731. Advanced Seminar in Early Childhood Special Education. 3 hr.; 3 cr. Prereq: ECPSE 730. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in early childhood special education for students with mild, moderate, and severe disabilities. The seminar will focus critically on the core values of the Queens College Education Division related to promoting equity, excellence, and ethics in urban schools and communities.

ECPSE 740. Curriculum and Instruction for Adolescent Special Education. 3 hr.; 3 cr. Prereq: ECPSE 700, 722. Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experiences of at least 15 hours involve program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

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ECPSE 741. Advanced Seminar in Adolescent Special Education. 3 hr.; 3 cr. Prereq: ECPSE 740; coreq: ECPSE 708. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in adolescent special education for students with mild, moderate, and severe disabilities. The seminar will focus critically on the core values of the Queens College Education Division related to promoting equity, excellence, and ethics in urban schools and communities.

ECPSE 742: Foundations of Assistive and Instructional Technology. 3 hr.; 3 cr. Prereq.: ECPSE 700, 720 and either 740 or 710. Theory, research, and practice in identifying, implementing, and evaluating assistive and instructional technology for students with disabilities. Candidates will develop knowledge, skills, and dispositions to: (a) integrate technology in planning and managing the teaching and learning environment, (b) use technology to conduct assessments, and (c) make appropriate technology-related adaptations for students with disabilities. The course is designed to provide a broad knowledge base, rather than disability-specific information with the goal of assisting candidates to develop technology competencies that they can apply with students with disabilities within their age specialization (elementary or adolescent) within special education and general education classrooms.

ECPSE 746. Research in Special Education. 3 hr.; 3 cr. With permission of the advisor. Study, understanding, and evaluation of basic research design and methodology in special education and interpreting research results for classroom instruction. Program candidates will prepare a literature review and design research methodology that will be implemented in a research study in ECPSE 748. Research topics will be referenced to classroom needs as individually

determined by each student's educational placement and their area of interest.

ECPSE 748. Advanced Research in Special Education. 3 hr.; 3 cr. Prereq.: ECPSE 746. The continued study, understanding, and evaluation of research design and methodology in special education. Each program candidate will implement an independent field-based project based on the literature reviewed and methodology developed in ECPSE 746. Research topics are based on needs of candidates' classrooms and their research interests. A research paper is required. This paper serves as the thesis and culminating project.

ECPSE 750. Advanced Workshop in Applied Behavior Analysis. 3 hr.; 3 cr. This advanced workshop on applied behavior analysis is offered to graduate students in special education who are also interested in pursuing their Board Certified Behavior Analyst (BCBA) certification. Candidates who take this advanced workshop must have already successfully completed ECPSE 722 (Applied Behavior Analysis and Positive Behavior Supports), ECPSE 720 (Trends and Issues in the Education of Learners with Severe Disabilities), and ECPSE 725 (Summer Internship in Severe Disabilities).

ECPSE 754. Supervised Internship in Special Education. 3 hr. plus participation, 1 seminar hr.; 3 cr. Prereq.: ECPSE 715, 725, 735, or 745. Candidates who receive a grade of B- or lower in ECPSE 715, 725, 735, or 745 are required to register for this course. Additional supervised experience in teaching individuals with disabilities in the same age/grade level as the prior internship will be provided. Seminars will supplement the internship, as well as individual meetings with the instructor. Course assignments will be determined by the individual needs and experiences of the candidate.

School Psychology

Coordinator: Marian C. Fish

CERTIFICATE AND MASTER'S DEGREE PROGRAMS IN SCHOOL PSYCHOLOGY

The graduate program in School Psychology at Queens College is cast in the scientist-practitioner model. This model seeks to integrate theoretical knowledge and applied skills in all coursework as well as in practica and internships in order to promote educationally and psychologically healthy environments for all children and youth. The goal is to prepare psychologists with high levels of ethical and professional competencies to provide sound educational and psychological services in the school and other educational settings.

This 60-credit specialist-level program provides the skills necessary for the professional preparation of school psychologists. It meets the academic and internship requirements for New York State Certification in School Psychology and is approved as a training institution in School Psychology by the New York State Department of Education and the National Association of School Psychologists (NASP). The program leads to a Provisional Certificate in School Psychology and a degree of Master of Science in Education. It can be completed in three years of full-time study, including a one-year internship, or in four years on a part-time basis, with three years of part-time study and a final year of full-time internship. Furthermore, candidates may enroll in either a Bilingual or Multicultural Specialization. The Bilingual Specialization leads to a Bilingual Extension (provided by the New York State Education Department to bilingual candidates meeting the states' bilingual requirements). The Multicultural Specialization is for non-bilingual students who wish to obtain additional expertise in working with students from diverse cultural backgrounds. Both specializations

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require additional coursework (6 additional credits) and a special internship experience.

The curriculum is sequenced, with the first year focused on theoretical foundations and skill development, followed by more experiential components in the later years. The sequence is designed to introduce complex concepts slowly, building upon the basics. The coursework is designed to cover the 10 Domains of School Psychology Training and Practice that are part of the NASP Standards for Training and Field Placement Field experiences and practica. Close supervision of skills is followed by an internship, where students are given the opportunity to integrate these experiences in a practical, professional environment, both in school and clinical settings. All students follow the same basic sequence of coursework, with program modifications made to meet individual needs.

A graduate of the School Psychology program has expertise in both psychology and education, as well as a knowledge of the contributions of related disciplines. Using an ecological perspective, our graduates work with general education as well as special education students, teachers, administrators, parents, and with others in the community to develop greater understanding of all children and to contribute to constructive change in environments—including the classroom, school, and home. Particular attention is given to serving the needs of children of diverse cultural and linguistic backgrounds. As a member of the school faculty, the school psychologist shares with faculty members and with other professionals the responsibility for delivering services that prevent problems and maximize learning and personal growth in the child. The role of the school psychologist as a member of a team is addressed in training.

Program Objectives

The objectives of the graduate program in School Psychology are consistent with NASP's 10 Domains of School Psychology Training and Practice as well

School Psychology Degree Requirements (Three- and Four-Year Programs)

The content and sequence of the three-year program are as follows:

	<i>credits</i>
<i>Fall – first year</i>	
ECPSP 860 Human Development	3
ECPSP 772 Theory and Practice in Assessment of Intelligence & Cognitive Functioning I	4
ECPSP 863 Exceptionality of Human Development	3
ECPSP 779 Multicultural Issues in Schools	3
<i>Spring – first year</i>	
ECPSP 862 Developmental Psychopathology	3
ECPSP 773 Theory and Practice in Assessment of Intelligence & Cognitive Functioning II	4
ECPSP 865 Learning & Instructional Strategies	3
ECPSP 774 Theory and Practice of Personality Evaluation I	3
<i>Summer – first year</i>	
ECPSP 866 Seminar in Special Issues: Multicultural Interventions	3*
<i>Fall – second year</i>	
ECPSP 770 Behavioral Assessment and Intervention	3
ECPSP 775 Theory and Practice of Personality Evaluation II	3
ECPSP 778 Counseling Techniques for School Psychologists	3
ECPSP 861 Seminar in Special Issues	3*
<i>Spring – second year</i>	
ECPSP 777 Practicum in School Psychology Assessment	4*
ECPSP 867 Practicum in School Psychology Consultation	4
ECPSP 868 Advanced Counseling Practicum	2
ECPSP 866 Seminar in Special Issues	3*
<i>Fall – third year</i>	
ECPSP 771 Professional Issues in School Psychology	3
ECPSP 768 Internship in School Psychology I	3**
ECPSP 764 Introduction to Research in School Psychology	3
<i>Spring – third year</i>	
ECPSP 864 Research Design and Data Analysis in School Psychology	3
ECPSP 769 Internship in School Psychology II	3**

*Bilingual and Multicultural specializations only.

**ECPSP 768.1, 769.1. Internship in Bilingual/Multicultural School Psychology I, II.

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School Psychology Degree Requirements (Three- and Four-Year Programs) continued The content and sequence of the four-year part-time program are as follows:

<i>Fall – first year</i>	<i>credits</i>
ECPSP 860 Human Development	3
ECPSP 772 Theory and Practice in Assessment of Intelligence & Cognitive Functioning I	4
ECPSP 779 Multicultural Issues in Schools	3
 <i>Spring – first year</i>	
ECPSP 862 Developmental Psychopathology	3
ECPSP 773 Theory and Practice in Assessment of Intelligence & Cognitive Functioning II	4
 <i>Summer – first year</i>	
ECPSP 866 Seminar in Special Issues: Multicultural Interventions	3*
 <i>Fall – second year</i>	
ECPSP 770 Behavioral Assessment and Intervention	3
ECPSP 863 Exceptionality of Human Development	3
ECPSP 861 Assessment of Linguistically and Culturally Diverse Students	3*
 <i>Spring – second year</i>	
ECPSP 865 Learning & Instructional Strategies	3
ECPSP 774 Theory and Practice of Personality Evaluation I	3
ECPSP 866 Multicultural Interventions	3*
 <i>Fall – third year</i>	
ECPSP 775 Theory and Practice of Personality Evaluation II	3
ECPSP 778 Counseling Techniques for School Psychologists	3
 <i>Spring – third year</i>	
ECPSP 777 Practicum in School Psychology Assessment	4*
ECPSP 867 Practicum in School Psychology Consultation	4
ECPSP 868 Advanced Counseling Practicum	2
 <i>Fall – fourth year</i>	
ECPSP 771 Professional Issues in School Psychology	3
ECPSP 768 Internship in School Psychology I	3**
ECPSP 764 Introduction to Research in School Psychology	3
 <i>Spring – fourth year</i>	
ECPSP 864 Research Design and Data Analysis in School Psychology	3
ECPSP 769 Internship in School Psychology II	3**

*Bilingual and Multicultural specializations only.

**ECPSP 768.1, 769.1 Internship in Bilingual/Multicultural School Psychology I, II.

as aligned with the Vision and Mission Statements of the Education Division of Queens College, which is dedicated to preparing education professionals for diverse urban communities.

Objectives of the program are to provide students with:

1. Broadly based knowledge of educational and psychological foundations including learning, development, and biological, social, and cultural bases of behavior.

2. Knowledge and skills to work effectively with students in both general and special education, at different ages (preschool and K–12) in urban and suburban settings

3. Knowledge and skills in providing services for students and families with culturally and linguistically diverse backgrounds.

4. Knowledge of and skills in data-based decision-making and accountability (including assessment procedures to effectively identify the needs of students and to evaluate the learning environment), the use of assessment results to develop interventions, and the evaluation of the outcomes of the intervention.

5. Knowledge of and skills to function as a consultant at both the individual and group levels to enhance the learning and development of children, adolescents, and young adults.

6. Knowledge of and skills in a variety of prevention, pre-referral intervention, and remedial/counseling/therapeutic intervention strategies for dealing with school-related difficulties.

7. Commitment to the legal, ethical and professional standards related to the practice of school psychology.

8. Knowledge of and skills in implementing the role and functions of the school psychologist in schools and related settings.

9. Knowledge of the school and other settings as systems that may facilitate policies and practices that maintain effective learning environments.

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10. Knowledge of and skill in involving families and others in the community in education and service delivery.

11. Knowledge of and skill in using information sources and technology relevant to their work.

12. Knowledge of and skill in designing and carrying out research and program evaluation.

Bilingual Specialization in School Psychology

Candidates with bilingual proficiency may wish to complete a Specialization in Bilingual School Psychology, leading to a certificate with a bilingual extension. The Bilingual Extension is granted by the New York State Education Department to bilingual graduates who take courses focusing on bilingual and multicultural issues and who complete a bilingual internship experience. The Specialization in Bilingual School Psychology requires 66 credits, the 60-credit school psychology sequence and two additional courses (3 credits each) emphasizing bilingual and multicultural issues. Students are placed in bilingual internship sites with bilingual supervisors (Internship experience is 3 credits a semester for a total of 6 credits). Candidates in the Bilingual Specialization are required to demonstrate proficiency in a second language by taking the Bilingual Education Assessment (BEA) exam, a content and language proficiency exam, administered by the New York State Education Department. Candidates are required to take and pass the BEA exam in English and in their second language prior to entering the internship experience.

Multicultural Specialization in School Psychology

Candidates who are not bilingual and who have an interest in acquiring additional knowledge and skills in working with culturally and linguistically diverse students complete the Specialization in Multicultural School Psychology. The Specialization in Multicultural School Psychology requires 66 credits, the 60-credit

school psychology sequence and two additional courses (3 credits each) emphasizing multicultural issues. Candidates are placed in multicultural internship sites with supervisors who have expertise with culturally and linguistically diverse populations (Internship experience is 3 credits a semester for a total of 6 credits).

The Department of Educational and Community Programs also offers a sequence of courses for practicing school psychologists who are seeking a bilingual extension. For additional information please refer to the information under Bilingual Extension for Pupil Personnel.

Inquiries regarding the Bilingual and Multicultural Specializations should be directed to:

Dr. Emilia Lopez, Project Director
Bilingual/Multicultural Services in
School Psychology
Graduate Program in School
Psychology—Powdermaker 032
Educational & Community Programs
Queens College, CUNY
Flushing, New York 11367-1597
718-997-5234

Graduate Center—Queens College School Psychology Doctoral Specialization

Candidates may apply to the Graduate Center—Queens College Doctoral School Psychology Specialization leading to a PhD in Educational Psychology: School Psychology, New York State Certification in School Psychology, and Eligibility for the New York State Psychology License. The School Psychology Specialization is part of the PhD program in Educational Psychology at the Graduate Center of the City University of New York. Application is made through the Graduate Center PhD program in Educational Psychology and is separate from the Queens College application process. Further information can be obtained from Dr. Ida Jeltova, Director of the

School Psychology Specialization at the Graduate Center (ijeltova@gc.cuny.edu) or Ms. Rhonda Palant, Administrative Assistant at the Graduate Center (rpalant@gc.cuny.edu; 212-817-8285).

FACTULTY

Fish, Marian C., Coordinator, *Professor*, PhD 1974, Teachers College, Columbia University: family systems theory, family-school relations, interventions
Goh, David S., *Professor*, PhD 1973, University of Wisconsin at Madison: school psychology, measurement, and research design
Lopez, Emilia, *Professor*, PhD 1989, Fordham University: school psychology, consultation, linguistically and culturally diverse students
Proctor, Sherrie, *Assistant Professor*, PhD 2009, Georgia State University: multicultural school psychology, consultation
Ross, Roslyn P., *Associate Professor*, PhD 1966, New York University: assessment, counseling, supervision, personality theory, child development

Requirements for Admission

Applicants for admission to the graduate program in School Psychology are required to meet the general requirements for matriculation for the Master of Science in Education degree. Matriculation is limited to graduates of approved colleges who have had adequate preparation in subject matter courses and in professional courses. Candidates are expected to meet the standards with respect to residence, citizenship, health, character, and personality as noted in this *Bulletin*.

All candidates must have completed a satisfactory undergraduate program of study in a relevant major. Candidates are accepted for admission to begin the program only in the Fall semester.

There are 9 prerequisite courses for the graduate program in School Psychology. All candidates are required to have had a course in each of the following

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areas of Psychology and Education, and all courses must have been taken at an accredited college or university for a minimum of 3 credits:

1. General Psychology
2. Statistical Methods in Psychology
3. Psychological Testing and Measurement
4. Experimental Psychology
5. Abnormal Psychology
6. Physiological Psychology (e.g., Behavioral Neuroscience)
7. Developmental Psychology
8. Foundations of Education (e.g., Philosophy of Education)
9. Literacy Education (e.g., Teaching Beginning Reading and Writing)

At the time of matriculation into the School Psychology program a minimum of 7 of the 9 prerequisites must have been satisfactorily completed. No student may matriculate without completing Psychometrics (Psychological Testing and Measurement). Once enrolled in the program, any outstanding prerequisites must be completed before the beginning of the second year of the program.

Inquiries should be directed to:

Dr. Marian C. Fish, Coordinator
Graduate Program in School

Psychology–Powdermaker 032
Educational & Community Programs
Queens College, CUNY
Flushing, New York 11367-1597
718 997-5230; fax 718 997-5248; email
schoolpsych@qc.cuny.edu

Admissions Procedures

Applicants will be admitted through admissions procedures that include the following:

1. A review of undergraduate records with a minimum cumulative average of 3.0 and an average of 3.0 in all courses in psychology and education.
2. A personal statement.
3. Three written recommendations. At least two must be from undergraduate or graduate instructors in psychology and/or education. All reference letters should be on the instructors' stationery. Additional letters of recommendation are also appropriate from a current job or from a recent job related to education and/or psychology.
4. A personal interview.
5. A writing sample.

Requirements for Completion of the School Psychology Program

The program for each student will be modified individually depending on the student's background and preparation. The program is a structured sequence that may be completed in three years of full-time study (including a one-year internship) or four years of part-time study, (including a one-year full-time internship). In the Spring semester before internship, students must spend one day a week in a school setting chosen by the program. In addition, students must receive a grade of Pass in both semesters of internship in order to receive a degree and be eligible for a Certificate.

Advanced Certificate Program in School Psychology

Admission to the Advanced Certificate Program in School Psychology is limited to: a) students already possessing a master's degree in psychology, education, or related fields who want to obtain certification as school psychologists, and b) satisfactory completion of 9 prerequisite courses.

Six credits of full-time internship are required. The additional coursework (24–54 credits) will be determined from the list of program courses based on review of student's prior graduate record.

Additional program criteria include the following:

■ *Seminars:* New York State law mandates that all candidates provide documentation that they have completed seminars in (a) Child Abuse Identification and Reporting, (b) Alcohol and Drug Abuse, and (c) School Safety/Violence before receiving certification.

■ *Culminating Experience:* All candidates in their internship year prepare a Professional Performance-Based Portfolio for submission to faculty. This portfolio includes an Assessment Case Study, an Intervention (direct or indirect) Case Study, a Research Project, a resume, and a personal statement. The portfolio will be reviewed by the faculty and provide evidence of competency in all 10 NASP domains.

■ *PRAXIS Examination:* All candidates graduating from an NASP-approved program are required to take the PRAXIS II (specialty) exam in School Psychology prior to graduation. These scores must be reported to the program office and are required to become a Nationally Certified School Psychologist. Registration information can be obtained from the Educational Testing Service (ETS) at 609-771-7395 or www.ets.org/praxis. Other information is available at nasponline.org.

■ *Candidate Personal Characteristics:* A yearly review of candidates will be conducted to decide whether they are progressing satisfactorily. Responsible training for work in school and mental health settings requires that in addition to meeting academic requirements, candidates have appropriate personal characteristics. These include but are not limited to communication skills, interpersonal skills, respect for human diversity, professional judgment, and ethical conduct. In addition, candidates are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties. At the end of each semester, the

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faculty of the School Psychology program will evaluate each candidate's suitability for continuation in the program, considering information from all sources in the program and related settings.

The decision that a student must leave the program on academic and/or personal grounds will be made by the program faculty and may be appealed, should the student wish, to a special Ad Hoc Appeals Committee of the department, which will include no one who participated in the initial evaluation.

■ *Candidate Professional Behavior:* Candidates must demonstrate professional work characteristics, including ethical and legal conduct. All candidates must follow the APA and NASP Ethical Codes, and are expected to abide by the CUNY Policy on Academic Integrity.

Requirements to Advance to Practica and Internship

Candidates who do not receive *B* or better in assessment or practica courses (ECPSP 772, 773, 774, 775, 777, 778, 861, 867) may not proceed to subsequent practica and internships except with permission of the faculty. Candidates may be asked to do additional work like retaking a course or courses and/or spending additional time in the field, if it is thought this will be sufficient to help them demonstrate competency in a reasonable time.

Continuity of Study

Candidate leaves or a break in the continuity of study requires a review by the faculty before candidates return to the program and study is resumed. Such reviews could result in requiring candidates to retake courses or other requirements to ensure competencies are maintained.

Note: Candidates have the right to appeal all decisions regarding academic performance and personal and/or professional behavior. Appeals are made to a special Ad Hoc Appeals Committee of the department and beyond, to the Graduate Scholastic Standards Committee.

COURSES IN SCHOOL PSYCHOLOGY

ECPSP 764. Introduction to Research in School Psychology. 3 hr.; 3 cr. Prereq.: Matriculation in the School Psychology program. This course focuses on the study, understanding, and evaluation of basic research design and methodology in school psychology and the interpretation of research. This is the first of a two-course sequence (see ECPSP 864).

ECPSP 766. Fieldwork in School Psychology I. 3 cr. Prereq.: Written permission of the department. Candidates start in October and spend 2 days a week in a school placement. They follow the academic calendar of the school in which they are placed. Graded on a Pass/Fail basis only. Fall

ECPSP 767. Fieldwork in School Psychology II. 3 cr. Prereq.: ECPSP 766 or written permission of the department. Candidates spend 2 days a week in a school placement. They follow the academic calendar of the school in which they are placed until the school year ends. Graded on a Pass/Fail basis only. Spring

ECPSP 768. Internship in School Psychology I. 3 hr.; 3 cr. Prereq.: Permission of the department; coreq.: ECPSP 771. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. They begin in September and follow school and agency calendars. Taken in the last year of study. Graded on a Pass/Fail basis only. Fall

ECPSP 769. Internship in School Psychology II. 3 hr.; 3 cr. Prereq.: Permission of the department and ECPSP 768. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. Candidates follow school and agency calendars and remain in their placements through June. Taken in the last year of study. Graded on a Pass/Fail basis only. Spring

ECPSP 770. Behavioral Assessment and Intervention. 3 hr.; 3 cr. This course is designed to familiarize candidates with principles and procedures of behavioral assessment and intervention. Major emphases are placed on the observation, recording, analysis, and modification of children's behaviors in school and other related settings. Applications of behavioral techniques in treating different disorders are also covered. In addition, candidates are prepared to serve as behavioral consultants to school and mental health personnel. Fall

ECPSP 771. Professional Issues in School Psychology. 3 hr.; 3 cr. Coreq.: ECPSP 768. This is an integrative seminar that accompanies the first semester of internship. It prepares candidates for their professional role in the schools by covering topics that include ethical and legal behavior, models of service delivery, effective schooling practices, and current issues. The relationship of the school psychologist to other school personnel, families, and community agencies is emphasized. Fall

ECPSP 772, 773. Theory and Practice in Assessment of Intelligence and Cognitive Functioning I, II. 4 hr.; 4 cr. each course. Prereq. for 772: a course in psychological testing and matriculation in the graduate program in School Psychology or permission of the department; coreq. for 772: ECPSP 860. Prereq. for 773: ECPSP 772; coreq. for 773: ECPSP 862. A combined laboratory and didactic experience designed to develop the candidate's competency in the administration and interpretation of individual and group tests of intelligence, perception, language, and neuro-developmental functioning and in communicating test findings to school personnel. Responsibilities involved in the use of tests in psychologist-client relationships in general are considered. 772 – Fall; 773 – Spring

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ECPSP 774, 775. Theory and Practice of Personality Evaluation I, II. 3 hr.; 3 cr. Prereq.: Matriculation in the graduate program in School Psychology or permission of the department; ECPSP 860, 772. A combined laboratory and didactic experience designed to develop the candidate's competency in the use of projective techniques in personality evaluation and assessment. The course is also designed to increase skill in written reporting of psychodiagnostic findings. 774 – Spring; 775 – Fall

ECPSP 777. Practicum in School Psychology Assessment. 4 hr.; 4 cr. Prereq.: ECPSP 772, 773. Candidates work under supervision with youngsters who have learning, behavioral, or other school-related problems. Emphasis is placed on linking formal and informal assessment strategies with interventions using a problem-solving approach. Candidates are required to spend a minimum of one day a week in a school setting. Spring

ECPSP 778. Counseling Techniques for School Psychologists. 3 hr.; 3 cr. Prereq.: Matriculation in the graduate program in School Psychology. Principles and techniques of counseling and psychotherapy, with particular emphasis on intervention strategies that are used in the schools. Practical workshop and participation in counseling methods. Fall

ECPSP 779. Multicultural Issues in Schools. 3 hr.; 3 cr. This course provides an introduction to and overview of cultural and social influences that impact on individuals' behaviors, attitudes, and cognitive and learning styles. Ethnicity, socioeconomic class, and gender issues are presented. The course also provides candidates with knowledge of cultural characteristics of African Americans, Hispanic Americans, Asian Americans, and Native Americans. In addition, problems in and approaches to multicultural assessment, cross-cultural consultation, and intervention with culturally diverse children and youth are discussed.

ECPSP 780. Educational and Psychological Tests and Measurements. 3 hr.; 3 cr. A fundamental course in testing and measurement in education and psychology. Areas covered include psychometric properties of tests, technical and methodological principles in test development, social and ethical implications of testing, and issues in the use and interpretation of tests. Course is limited to candidates in the School Psychology program. All others must get the permission of the program. Credits for this course will not apply toward a School Psychology certificate.

ECPSP 860. Human Development. 3 hr.; 3 cr. The course of development through the lifespan is studied as the interplay between individual predispositions (genetic and biological factors, past history, current stage) and forces in the environment (other individuals, social factors, cultural tradition, training methods). Among the specific topics examined from an interactionist point of view are motivation and adaptation, the role of anxiety and other affects in regulating behavior, sense of self, attachment, and self-esteem regulation. Relevant infant and child research is reviewed. Fall

ECPSP 861. Seminar in Special Issues. 3 hr.; 3 cr. This course will be devoted to special topics of current interest to school psychologists. The subject matter will change as needs arise. Topics to be addressed will include interventions, assessment and intervention with linguistically and culturally diverse students, cognitive theory and research, consultation models, legal and ethical issues, etc. Fall

ECPSP 862. Developmental Psychopathology. 3 hr.; 3 cr. Prereq.: Matriculation in the graduate program in School Psychology or permission of the department. This course is designed to familiarize candidates with deviant behavioral patterns occurring from infancy through adolescence. Social, biological, and emotional factors in the origin of these pathological conditions will be studied. Attention will be paid to

psychopharmacological treatment as well as other approaches in effecting change. Spring

ECPSP 863. Exceptionality of Human Development. 3 hr.; 3 cr. Prereq.: Matriculation in the School Psychology program or permission of the department; ECPSP 862. Survey of types of childhood exceptionality. The concepts of health, adaptive function, and developmental crisis are reexamined in the light of various handicapping conditions. Examination of legal issues relating to handicapping conditions including current practices and procedures for management. Fall

ECPSP 864. Research Design and Data Analysis in School Psychology. 3 hr.; 3 cr. Prereq.: ECPSP 764 and matriculation in the School Psychology program. An advanced course concerned with problems, procedures, and accepted practices in conducting research. A research project will be required of candidates. Computerized statistical techniques commonly used in analyzing and interpreting research data are covered. Spring

ECPSP 865. Learning and Instructional Strategies. 3 hr.; 3 cr. Prereq.: Matriculation in the graduate program in School Psychology or permission of the department. This course focuses on theoretical approaches to human learning and explores factors that influence the learning process, including developmental issues, motivational levels, and cultural/linguistic background. Theoretical models for instructional and curricular design are discussed for general as well as special education students. Emphasis is placed on applying learning and instructional approaches to children of different ages and backgrounds. Spring

ECPSP 866. Seminar in Special Issues. 3 hr.; 3 cr. Candidates acquire knowledge related to classroom procedures, curriculum programs, teaching techniques, and system interventions that are effective with culturally and linguistically diverse students.

ECPSP 867. Practicum in School Psychology Consultation. 4 hr.; 4 cr. This course is designed to train school psychology candidates to serve as consultants in the schools. Models of school-based consultation are explored. Specific assessment and intervention strategies are discussed as they relate to the consultation process. Candidates are placed in a school setting to practice consultation skills.

ECPSP 868. Advanced Counseling Practicum. 2 hr.; 2 cr. Prereq.: ECPSP 778; coreq.: ECPSP 777. This practicum provides candidates with practice in counseling with real clients in field settings. It gives them the opportunity to apply theoretical knowledge about counseling obtained from ECPSP 778, Counseling Techniques for School Psychologists, to real situations. Candidates spend time weekly in the schools and learn to conceptualize cases and plan their work with clients. They present audiotaped sessions of their work in class on a regular basis where it is reviewed and critiqued. Ethical and legal issues as they relate to counseling are addressed.

SPECIALIZATION IN BILINGUAL SCHOOL PSYCHOLOGY

The specialization in Bilingual School Psychology requires 66 credits: the 60-credit School Psychology sequence, and two additional courses (3 credits each) emphasizing bilingual and multicultural issues.

ECPSP 861. Seminar in Special Issues: Assessment of Linguistically and Culturally Diverse Students. 3 hr.; 3 cr. Candidates will develop competencies in assessing linguistically and culturally diverse students. A major emphasis is placed on learning appropriate procedures in assessing language proficiency, intellectual, academic, and personality-behavioral functioning of these students. Nontraditional alternative assessment approaches and nonbiased

assessment are also covered. May be repeated for credit for different course topics.

ECPSP 866. Seminar in Special Issues: Multicultural Interventions. 3 hr.; 3 cr. Candidates acquire knowledge related to classroom procedures, curriculum programs, teaching techniques, and system interventions that are effective with culturally and linguistically diverse students.

In addition, candidates in the Specialization in Bilingual School Psychology will enroll in special sections of the internship:

ECPSP 768.I. Internship in Bilingual/Multicultural School Psychology I. 3 hr.; 3 cr. Prereq.: Permission of the department; coreq.: ECPSP 771. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. The placements are in settings with a bilingual population, and candidates are under the supervision of qualified supervisors. The candidates will meet biweekly for group supervision at the college. They begin in September and follow school and agency calendars. Graded on a Pass/Fail basis only.

ECPSP 769.I. Internship in Bilingual/Multicultural School Psychology II. 3 hr.; 3 cr. Prereq.: Permission of the department and ECPSP 768.I. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. The placements are in settings with a bilingual population, and candidates are under the supervision of qualified bilingual supervisors. The candidates will meet biweekly for group supervision at the college. They begin in September and follow school and agency calendars. Graded on a Pass/Fail basis only.

Practica and Internship Courses

It is necessary for candidates in practica and internships to purchase malpractice insurance, which is available at low cost through the American Psychological Association or the National Association of School Psychologists. Student membership in either organization is required in order to be eligible for insurance. A fee of approximately \$30.00 will be charged for each year of insurance.

Practica courses require that candidates spend a minimum of one full day a week in a school setting in the spring semester prior to internship.

Note that all candidates in internships (ECPSP 768, 769, 768.I, 769.I) are required to meet with college supervisors biweekly for one hour for supervision.