the student and instructor to suit student’s needs and interests and the special competence of the instructor; and in accordance with College policy. Additional requirements may be established by the department. 1-6 Cr.

DEPARTMENT OF EDUCATION AND HUMAN DEVELOPMENT

282 Albert W. Brown Building
(585) 395-2205

Chairperson and Associate Professor: Sue Novinger, PhD, University of Missouri-Columbia; Distinguished Service Professor: Betsy Ann Balzano, PhD, Florida State University; Professors: Thomas R. Giblin, EdD, University of Florida; Christine Murray, PhD, Syracuse University; Associate Professors: Mary Corey, PhD, University of Rochester; Moira Fallon, PhD, University of New Mexico; Conrad Van Voorst, EdD, Vanderbilt University; Peter Veronesi, PhD, University of Iowa; Assistant Professors: Jeremy Browne, PhD, Brigham Young University; Donald Halquist, PhD, University of New Mexico; Karen Hutchison, EdD, University of Texas at San Antonio; Eun-Joo Kim, PhD, University of Georgia; Dong-Shin Shin, EdD, University of Massachusetts at Amherst; Janka Szilagyi, PhD, University at Buffalo; Jie Zhang, PhD, Tennessee Technological University; Visiting Assistant Professors: Carole Pelttari, MA Indiana State University; Jill Zarazinski, MS, University at Buffalo; Lecturers: Frank Rossi, MS, SUNY College at Geneseo; Allison Wright, MSED, SUNY Buffalo; Director of Field Experience and Certification: Diane Maurer, MSED, SUNY Buffalo; Assistant Coordinator of Field Experience: Shelly Smith, MS, The College at Brockport; Coordinator for Certification and Graduate Advisement: Barbara Smithgall, MS, Rochester Institute of Technology; Coordinator for Undergraduate Certification Programs: Nancy Di Pasquale, MSED, SUNY College at Buffalo.

Advanced Certificate Program (15 credits)
The Department of Education and Human Development offers an Advanced Certificate Program in Bilingual Education (15 credits). This program meets the academic requirements for adding the Bilingual Teacher Extension—Initial to an existing initial, professional, provisional, or permanent New York State teaching certificate except for those certified in a foreign language. This program is designed for those applicants who wish to add the Bilingual Teacher Extension but do not wish to complete a master’s degree. This program will not qualify program completers for New York State professional or permanent certification. Applicants who need to meet the requirements for professional or permanent certification are referred to the 33-hour Bilingual Education MSED program.

MS in Education Programs
The Department of Education and Human Development currently offers MS in Education options for three groups of students:

- those who hold a valid provisional or initial certificate, and seek permanent or professional certification in the same title area;
- those who hold a valid provisional or initial certificate, and seek an additional initial/professional certificate in Literacy Birth - Grade 6 or Bilingual Education; and
- those who have no certification, and seek the initial/professional certifications in an adolescence title area.
Professional Education Programs (33-36 credits)
The department's 33- and 36-credit programs are designed for those students who already possess provisional or initial certification, usually in the area in which the degree is being sought (see section on Admission Requirements for exceptions). These programs provide the master's degree that is required in New York state for permanent or professional certification. Please note that there are additional New York state requirements for permanent and professional certification, including teaching experience and testing requirements (permanent only).

The Department of Education and Human Development currently offers the following 33- and 36-credit programs:

33-Credit
- Adolescence English
- Adolescence Mathematics
- Adolescence Science
- Adolescence Social Studies
- Bilingual Education
- Childhood Curriculum Specialist

36-Credit
- Childhood Literacy

Alternate Adolescence Inclusive Education Programs (60 credits)
The 60-credit alternate adolescence inclusive programs lead to a Master of Science in Education and are specifically designed for those who do not possess any certification and who have little or no professional education background. These programs lead to initial certification and also provide the master's degree that is required in New York state for professional certification.

Please note that there are additional New York state requirements for professional certification, including teaching experience. (Please contact the Office of Teacher Certification at The College at Brockport, your local BOCES Regional Certification Office, or the New York State Department of Education for additional certification information.)

The Department of Education and Human Development currently offers the following 60-credit alternate programs. All are in the area of adolescence inclusive education (grades 7-12). Each includes dual certification in Students with Disabilities (grades 7-12) and an extension to middle childhood education (grades 5-6) certification:
- Alternate Adolescence English Inclusive Education
- Alternate Adolescence Mathematics Inclusive Education
- Alternate Adolescence Science (biology, chemistry, earth science or physics) Inclusive Education
- Alternate Adolescence Social Studies Inclusive Education

Adolescence Inclusive Initial Certification Only Program (33 credits)
An Adolescence Inclusive Initial Certification Only Program (33 credits) is currently under review by the State Education Department. This program is designed for those applicants who hold an earned bachelor's, master's or doctoral degree in one of the content areas listed below and wish to earn initial teaching certification in adolescence inclusive education without completing a master's degree. This program will not qualify program completers for New York State professional or permanent certification. Once approved, programs are in the areas of adolescence inclusive education listed below, and will include dual certification in Students with Disabilities (grades 7-12) and an extension to middle childhood education (grades 5-6) certification.
- Alternate Adolescence English Inclusive Education
- Alternate Adolescence Mathematics Inclusive Education
- Alternate Adolescence Science (biology, chemistry, earth science or physics) Inclusive Education
APPLICATION GUIDELINES

As part of the application process, applicants must submit:

- official transcripts of all graduate and undergraduate work completed;
- three professional (not personal) recommendations from those who know of the applicant's aptitude for teaching, ability to relate to children, and ability to successfully do graduate level work;
- a statement of objectives on the applicant's reasons and fitness for teaching and for pursuing graduate education; and
- a copy of the applicant's New York State teaching certificate or a letter from the applicant's college certification officer or BOCES Regional Certification Officer attesting to his/her eligibility for the certificate (33- and 36-credit program applicants only).

In addition to the materials submitted as part of the application, programs in the Department of Education and Human Development may require an interview. If selected for an interview, applicants will be contacted within a few weeks after the application deadline to schedule the interview. Applicants selected for an interview who do not participate in the interview process, will not be considered for program admission.

Applications are available online at www.brockport.edu/graduate (see Graduate Admissions section of this catalog for details). For questions, please call the Office of Graduate Admissions at (585) 395-5465; e-mail gradadmit@brockport.edu; or write the Office of Graduate Admissions, The College at Brockport, 350 New Campus Drive, Brockport, NY 14420.

For details on the application deadlines for programs offered by the Department of Education and Human Development, contact the Office of Graduate Admissions or visit www.brockport.edu/graduate.

Normally, within 3-4 weeks of the application deadline, the faculty reviews the applications and makes admission recommendations. By the end of the month following the application deadline, applicants are notified by letter as to the admission recommendation. Applicants who are recommended for admission must then attend an orientation session and meet with a designated advisor to complete a Plan of Study (POS). Only after the Plan of Study has been accepted will the admission recommendation be forwarded to the Office of Graduate Admissions.

Only a letter from the Office of Graduate Admissions constitutes an official offer of admission. Applicants are not officially admitted until they return the Reply Form that accompanies the offer of admission. Once applicants accept the offer of admission and the Reply Form is received, they may register as matriculated students.

ADMISSION REQUIREMENTS

Admission to degree programs in education and human development is competitive. There is not space to accommodate all qualified applicants in most programs; therefore, all qualified persons may not be accepted. All applicants must have a baccalaureate degree from an accredited institution (see the Graduate Admissions section of this catalog for further details). Normally, an undergraduate GPA of 3.0 or higher is required.

Professional or Second Initial Education Programs (33-36 Credit)

With three exceptions, students applying for a 33- or 36-credit program must hold provisional or initial certification in the area for which the application is being made. The exceptions are:

- The Bilingual Education Program and the Advanced Certificate Program in Bilin-
gual Education will consider applicants with certification in subject areas other than foreign languages who wish to obtain the Bilingual Extension Certificate. (See list of appropriate certifications under the section entitled “Bilingual Program.”)

- The Childhood Literacy Program requires provisional certification in PreK-6 or initial certification in either Early Childhood Education Birth-Grade 2 or Childhood Education Grades 1-6.
- The Childhood Education Curriculum Specialist Program will consider applicants holding the initial Early Childhood Birth-Grade 2 certificate for the purpose of attaining the New York State Professional Childhood 1-6 certificate by direct state application.

Alternate Adolescence Inclusive Education Programs (60 Credit)
In addition to a baccalaureate degree with a GPA of 3.0 or higher, all post-baccalaureate and 60-credit alternate programs require applicants to have completed a course in adolescent psychology (equivalent to PSH 484 at Brockport) and personal health (equivalent to HLS 301 or PRO 370 at Brockport).

Students applying for the 60-credit Alternate Adolescence Inclusive Education Program should be aware that a major or 30 credits in the content area is also required for program acceptance.

Acceptable majors for state certification and The College at Brockport programs include:
- English,
- mathematics,
- sciences (biology, chemistry, earth science and physics), and
- social studies (history, or see section below).

Below are listed the academic requirements for non-majors to qualify for each of the Alternate Adolescence Inclusive Education Programs offered by the Department of Education and Human Development.

**English***
Courses offered by an English department as core requirements for a degree are acceptable. For example, courses in composition, English literature, poetry, playwriting, grammar and English linguistics are acceptable. A maximum of six credits for study in related areas such as speech, drama, theater and journalism may be allowed toward the 30-credit requirement for study in English.

**Mathematics***
Courses offered by a mathematics department that are considered core requirements toward a degree in mathematics are typically acceptable. For example, courses in mathematical reasoning, quantitative methods, number theory and concepts, algebra, analytic geometry, calculus, geometry, trigonometry, data analysis, probability, statistics and discrete mathematics are acceptable. Statistics courses that are offered by another department are also acceptable. Only those computer courses that involve using computers to solve mathematical problems are acceptable. Courses in computer science, accounting, finance and courses in which mathematics is applied to solving problems other than those that are purely mathematical are not acceptable.

**Science***
- **Biology** - Courses in scientific methods, cell biology, biochemistry, anatomy and physiology, comparative anatomy, genetics and evolution, biological diversity, human biology and human ecology are acceptable. Courses in nutrition are acceptable only if they are in cell nutrition.
- **Chemistry** - Courses in scientific methods, matter and atomic structure, energy, chemical bonds and molecular structure, chemical reactions and quantitative relations are acceptable. Courses in geochemistry are generally applied science courses and, therefore, not acceptable.
Earth science - Courses in scientific methods, space systems, atmospheric systems, geological systems and water systems are acceptable. Courses in engineering and geophysics are generally applied science courses and, therefore, not acceptable.

Physics - Courses in scientific methods, mechanics and heat, electricity and magnetism, waves, sound and light, and quantum theory and the atom are acceptable. Courses in engineering and geophysics are generally applied science courses and, therefore, not acceptable. Astronomy courses are acceptable only if the primary focus is on the mathematics of gravitational attraction between astral bodies.

The College at Brockport, following state regulations, requires a total of 18 credits in at least two additional science areas to recommend students for the General Science Extension certificate.

Social Studies*
Courses in US and world history and geography, economics, government, political science, anthropology and sociology are acceptable. The College at Brockport, following state regulations, requires a minimum of 21 credits in history and 3 credits in government, economics and geography for program acceptance.

*Please note: Individuals applying to the 60-credit Alternate Adolescence Inclusive Education Programs in Mathematics or Science, who possess an engineering or similarly technical degree, must provide a State Education Department (SED) or Board of Cooperative Educational Services (BOCES) written evaluation of the academic content area as part of the application process. To acquire the evaluation the individual must actually apply for the certificate through the BOCES office.

Please note that applicants with foreign credentials must obtain a review of credentials/transcripts from the New York State Education Department prior to application. This is necessary to determine if minimum content area requirements have been met.

POLICIES FOR DEGREES AND ADVANCED CERTIFICATES
All courses taken must be part of the approved Plan of Study. At least 15 credits must be taken at the 600 or higher course level. A grade of “B-” or better is required in all program courses used to meet initial state certification requirements. A minimum 3.0 cumulative GPA is required for graduation.

All students in a MSED program offered by the Department of Education and Human Development must successfully complete a culminating experience—an approved thesis, project, analytical review of the literature or seminar portfolio. The culminating experience is planned in consultation with a faculty member(s) and is included as one of the final courses leading to the MSEd degree.

Previous Course Credit
Credit for courses taken before matriculation may be approved if a grade of “B” or better has been earned and if the courses are appropriate for the course of study pursued. Such retroactive credit will not exceed 12 credits, with no more than nine credits allowed from course work completed at The College at Brockport in non-degree status prior to matriculation. Normally, courses older than five years will not be considered. A maximum of six credits will be accepted from any other graduate level program leading to provisional or initial certification. Please note: courses taken prior to matriculation will not automatically be accepted as part of the graduate program regardless of where or when the courses were taken. Thus, it is in the applicant's best interest to seek admission prior to taking courses.

Requirements for Retention in Program
Students must make satisfactory progress toward meeting degree requirements in order to maintain their matriculated status. The following requirements must be satisfied:

- Students must follow the approved Plan of Study. The planned program must reflect a schedule that allows completion of all degree requirements within five years from
Since a minimum 3.0 GPA is required for graduation, students are expected to maintain a 3.0 GPA during all semesters. Grade point averages will be monitored after the completion of nine or more graduate credits. Matriculated graduate students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students will receive written notification of their probationary status from the Office of Graduate Studies.

Continuous progress in a program means that a minimum of one course must be taken each calendar year. College policy provides that students who do not maintain such continuous enrollment will be dematriculated.

ADVANCED CERTIFICATE PROGRAM IN BILINGUAL EDUCATION  (Spanish)  (15 credits)

The Bilingual Education Advanced Certificate Program meets the academic requirements for adding the Bilingual Teacher Extension-Initial to an existing initial, professional, provisional, or permanent New York State teaching certificate except for those certified in a foreign language. This program is designed for those applicants who wish to add the Bilingual Teacher Extension but do not wish to complete a master's degree. This program will not qualify program completers for New York State professional or permanent certification. Applicants who need to meet the requirements for professional or permanent certification are referred to the 33-hour Bilingual Education MSEd program.

I. Prerequisites

1. A minimum of a baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale. Applicants holding a master's degree are eligible to apply to this program, as well.

2. Valid New York State certification in one of the following areas:
   - initial Early Childhood Birth-Grade 2
   - initial Childhood Education Grades 1-6
   - initial or professional Adolescence, any content area 7-12 (other than foreign language)
   - provisional or permanent PreK-6, or
   - provisional or permanent Secondary, any content area 7-12 (other than foreign language)

3. Demonstrated proficiency in Spanish at the advanced level. An oral proficiency interview may be required of some applicants. If required, the Department of Foreign Languages and Literatures, (585) 395-2269, will contact the applicant to schedule the interview.

II. Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCE 520 Multiculturalism in the US</td>
<td>3</td>
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<td>OR</td>
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<tr>
<td>EDI 601 Diversity in Education</td>
<td>3</td>
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<tr>
<td>FCE 526 Foundations of Bilingual Education</td>
<td>3</td>
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<tr>
<td>EDI 521 Methods for Teaching the Bilingual Child</td>
<td>3</td>
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<tr>
<td>EDI 612 Bilingual Methods of Teaching Content *</td>
<td>3</td>
</tr>
<tr>
<td>EDI 600 Linguistics and Second Language Acquisition</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum Total: 15

*Courses requiring 50-hour field experience component.
BILINGUAL EDUCATION PROGRAM  (33 credits)

MS in Education: Bilingual Education (Spanish)
The Bilingual Program meets the academic requirements for the professional extension certificate in bilingual education except for those certified in a foreign language. This master's degree program will meet the professional or permanent certification education requirement for the existing certifications held by those eligible for program participation.

I. Prerequisites
1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. Valid New York State certification in one of the following areas:
   • initial Early Childhood Birth-Grade 2
   • initial Childhood Education Grades 1-6
   • initial Adolescence, any content area 7-12 (other than foreign language)
   • provisional PreK-6, or
   • provisional Secondary, any content area 7-12 (other than foreign language)
3. Demonstrated proficiency in Spanish at the advanced level. An oral proficiency interview may be required of some applicants. If required, the Department of Foreign Languages and Literatures, (585) 395-2269, will contact the applicant to schedule the interview.

II. Required Courses

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<tr>
<td>EDI 600 Understanding Educational Research</td>
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<tr>
<td>EDI 601 Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDI 603 Educational Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDI 722 Seminar in Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EDI 628 TESOL: Methods, Materials and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EDI 521 Methods for Teaching the Bilingual Child</td>
<td>3</td>
</tr>
<tr>
<td>EDI 612 Bilingual Methods of Teaching Content*</td>
<td>3</td>
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<tr>
<td>FCE 520 Multiculturalism in the USA</td>
<td>3</td>
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<tr>
<td>FCE 526 Foundations of Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>SPN 560 Spanish Phonology</td>
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<tr>
<td>OR SPN 561 Advanced Spanish Grammar</td>
<td>3</td>
</tr>
<tr>
<td>SPN 563 Linguistics and SLA</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum Total: 33

*Courses requiring 50-hour field experience component.

CHILDHOOD EDUCATION PROGRAMS (33 credits)

MS in Education: Childhood Education Curriculum Specialist
The Childhood Education Curriculum Specialist Program meets the degree requirements for New York State Professional Childhood Education Grades 1-6, Early Childhood Birth-Grade 2*, or New York State Permanent PreK-6 certification.
I. Prerequisites

1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale.

2. Valid New York State initial Childhood Education Grades 1-6, initial Early Childhood Birth-Grade 2*, or provisional PreK-6 certification.

II. Required Courses

1. Core Courses
   - EDI 600 Understanding Educational Research 3
   - EDI 601 Diversity in Education 3
   - EDI 603 Educational Assessment and Evaluation 3
   - EDI 703 Seminar in Childhood Education 3

2. Curriculum Concentration**
   At least one course in each of the following areas (selected with advisement):
   - a) science or teaching of science 3
   - b) mathematics or teaching of mathematics 3
   - c) language arts or teaching of language arts 3
   - d) social science or teaching of social studies 3

3. Guided Electives (selected with advisement) 9

Minimum Total: 33

* If initial Childhood certification is obtained by direct application to the New York State Education Department, The College at Brockport can then provide endorsement for the Childhood Professional Certificate. If the initial certificate is held in Early Childhood Birth-Grade 2, students must apply directly to the New York State Education Department for professional certification in Early Childhood.

** Candidates holding certification in Early Childhood are strongly encouraged to complete pedagogy course work under the curriculum concentration.

MS in Education: Childhood Literacy

The Childhood Literacy Program can be completed only with part-time study over a minimum of two years. Students are admitted during the spring application period and begin the program in the summer or fall. The degree leads to New York State (New York State) certification as a Literacy Birth-Grade 6 teacher. It will also meet the state's permanent/professional certification education requirement for teachers with provisional/initial certification.

I. Prerequisites

1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale. (Please note: Applicants must complete all requirements for the baccalaureate degree by the May commencement at their college or university to be eligible for summer matriculation at The College at Brockport. Applicants who are accepted and fail to graduate from the undergraduate program in May are not eligible to begin the program. Such applicants may request to begin the program the following summer. Applicants expecting to complete their baccalaureate degree in the summer or fall semesters should apply for matriculation in the following summer.)

2. Valid New York State provisional PreK-6 certification or initial certification in Childhood Education Grades 1-6 or Early Childhood Education Birth-Grade 2. This should include six credits in literacy (reading) education. (Please note: Applicants must complete all requirements for the New York State teaching certificate prior to matriculation and provide proof of certification or eligibility for certificate.)
ADOLESCENCE EDUCATION PROGRAMS (33 credits)

MS in Education: Adolescence English
This program meets the professional or permanent certification education requirement for adolescence or secondary English education.

I. Prerequisites
   1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum 3.0 GPA on a 4.0 scale.
   2. Valid New York State initial or provisional certification in English 7-12.

II. Program Courses
   1. Core Courses
      EDI 600 Understanding Educational Research 3
      EDI 601 Diversity in Education 3
      EDI 603 Educational Assessment and Evaluation 3
      EDI 791 Seminar in English Education 3
   2. Professional Education
      EDI 647 Teaching Reading, Writing and Literature 3
      EDI 678 Issues in English Education 3
   3. Liberal Arts, by advisement (for example):
      ENL 581 English Grammar 3
      ENL 584 Young Adult Literature 3
      ENL 632 Studies in American Literature Before 1870 3
      ENL 636 Studies in American Literature 1870-1920 3
   3. Elective 3

Minimum Total: 33

MS in Education: Adolescence Mathematics
This program meets the professional or permanent certification education requirement for adolescence or secondary mathematics education.

I. Prerequisites
   1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum
GPA of 3.0 on a 4.0 scale.
2. Valid New York State initial or provisional certification in Mathematics 7-12.

II. Program Courses

1. Core Courses
   - EDI 600 Understanding Educational Research 3
   - EDI 601 Diversity in Education 3
   - EDI 603 Educational Assessment and Evaluation 3
   - EDI 792 Seminar in Mathematics Education 3

2. Professional Education
   - EDI 622 Advanced Adolescence Curriculum: Mathematics 3
   - EDI 686 Issues in Adolescence Mathematics Education 3

3. Liberal Arts, by advisement
   - Selection of appropriate mathematics courses 12

4. Elective 3

Minimum Total: 33

MS in Education: Adolescence Science
This program meets the professional or permanent certification degree requirements for 7-12 biology, chemistry, earth science or physics.

I. Prerequisites
1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. Valid New York State initial or provisional certification in Biology 7-12, Chemistry 7-12, Earth Science 7-12, or Physics 7-12.

II. Program Courses

1. Core Courses
   - EDI 600 Understanding Educational Research 3
   - EDI 601 Diversity in Education 3
   - EDI 603 Educational Assessment and Evaluation 3
   - EDI 793 Seminar in Science Education 3

2. Professional Education
   - EDI 617 Advanced Methods in Teaching Adolescence Science 3
   - EDI 623 Reading Research in Science Education 3

3. Liberal Arts
   - Selection of appropriate graduate science courses in BIO, CHM, ESC, GEL, NAS or LST by advisement 12

4. Elective 3

Minimum Total: 33

MS in Education: Adolescence Social Studies
This program meets the professional or permanent certification education requirement for adolescence or secondary social studies education.

I. Prerequisites
1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. Valid New York State initial or provisional certification in Social Studies 7-12.

II. Program Courses

1. Core Courses
   - EDI 600 Understanding Educational Research 3
   - EDI 601 Diversity in Education 3
   - EDI 603 Educational Assessment and Evaluation 3
   - EDI 794 Seminar in Social Studies Education 3

2. Professional Education
   - EDI 670 Issues in Social Studies Education 3
   - EDI 674 Applied History Seminar 3

3. Liberal Arts by advisement (for example):
   - HST 501 American History Topics 3
   - HST 511 History of New York State 3
   - HST 601 Topics in American History 3
   - HST 602 Topics in World History 3

4. Elective 3

Minimum Total: 33

ALTERNATE ADOLESCENCE INCLUSIVE EDUCATION PROGRAMS (60 credits)

Purpose and Academic Eligibility
These programs were developed for persons with a baccalaureate degree who do not hold initial certification and wish to obtain New York State initial and professional certifications in grades 7-12 content area (English, Social Studies, Mathematics or Science), middle childhood grades 5-6 extension, and students with disabilities in a content area grades 7-12.

Prerequisites for Admission to an Alternate Adolescence Inclusive Education Program:
1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. An academic major in the program discipline or equivalent (30 credits in the discipline) as previously described.
3. Satisfactory completion, with a grade of “B” or better, of a course in adolescent psychology (equivalent to PSH 484 at Brockport).
4. Satisfactory completion, with a grade of “B” or better, of a course in personal health (equivalent to HLS 301[3 cr.] or PRO 370 [1 cr.] at Brockport).

Additional Certification Requirements
The College endorsements of the candidate's applications for certificates are made only after program completion and the awarding of the Master of Science in Education. Candidates are not eligible for the College endorsements for certification prior to program completion.

The following New York State initial certification requirements are not included in the alternate master's program:
- one college level course in a language other than English (American Sign Language is acceptable) with a minimum grade of “C”, an 85 or higher on the high school Regents exam for a language other than English, or the equivalent (determined by a placement examination);
- successful completion of four state teacher certification examinations (including the LAST, ATS-W and appropriate Content Specialty Tests in the content area and Students with Disabilities);
- state mandated fingerprinting;
• Identification and Reporting of Child Abuse and Maltreatment workshop; and
• School Violence Prevention Training workshop (also known as SAVE training).

Alternate Programs and Professional Certification
As mentioned earlier, completion of the MS in Education satisfies the academic requirement for a New York State professional certificate—the final certificate in the licensure process. While the student will qualify for the professional certificate endorsement upon program completion, he/she may still have the three-year teaching requirements to fulfill.

Alternate Adolescence English Inclusive Education

Initial and Professional Certificates:
• Students with Disabilities English Language Arts 7-12
• English Language Arts 5-6 Extension

Please refer to the section on Admission Requirements and all introductory program information at the beginning of this section.

Required Courses
1. Initial Sequence
   Phase I
   EDI 513 Introduction to Special Education 3
   EDI 531 Teaching Language Skills in Middle and High School Content Areas I 3
   EDI 545 Inclusive Teaching Middle Level English* 3
   Phase II
   EDI 530 Education and Society 3
   EDI 532 Teaching Language Skills in Middle and High School Content Areas II 3
   EDI 565 Teaching English Inclusively* 3
   Phase III
   EDI 514 Methods in Special Education* 3
   EDI 519 Assessment for Special Education 3
   Phase IV
   EDI 575 Practicum and Seminar in Adolescence Inclusive Education 9
2. Core Courses
   EDI 600 Understanding Educational Research** 3
   EDI 601 Diversity in Education 3
   EDI 603 Educational Assessment and Evaluation 3
   EDI 791 Seminar in English Education** 3
3. Professional Education
   EDI 647 Teaching Reading, Writing and Literature** 3
   EDI 678 Issues in English Education** 3
4. Liberal Arts, by advisement (for example):
   ENL 525 Contemporary British Writers 3
   ENL 543 Contemporary American Poetry 3
   ENL 584 Young Adult Literature 3

Minimum Total: 60

* Courses requiring 50-hour field experience component.
** Must be taken after practicum.
Alternate Adolescence Mathematics Inclusive Education

Initial and Professional Certificates:

- Students with Disabilities Mathematics 7-12
- Mathematics 5-6 Extension

Please refer to the section on Admission Requirements and all introductory program information at the beginning of this section.

Required Courses

1. Initial Sequence
   Phase I
   EDI 513 Introduction to Special Education 3
   EDI 531 Teaching Language Skills in Middle and High School Content Areas I 3
   EDI 546 Inclusive Teaching Middle Level Mathematics* 3
   Phase II
   EDI 530 Education and Society 3
   EDI 532 Teaching Language Skills in Middle and High School Content Areas II 3
   EDI 566 Teaching Mathematics Inclusively* 3
   Phase III
   EDI 514 Methods in Special Education* 3
   EDI 519 Assessment for Special Education 3
   Phase IV
   EDI 575 Practicum and Seminar in Adolescence Inclusive Education 9

2. Core Courses
   EDI 600 Understanding Educational Research** 3
   EDI 601 Diversity in Education 3
   EDI 603 Educational Assessment and Evaluation 3
   EDI 792 Seminar in Mathematics Education** 3

3. Professional Education
   EDI 622 Advanced Adolescence Curriculum: Mathematics** 3
   EDI 686 Issues in Adolescent Mathematics Education** 3

4. Liberal Arts, by advisement (for example):
   Selection of appropriate mathematics courses 12

Minimum Total: 60

* Courses requiring 50-hour field experience component.
** Must be taken after practicum.

Alternate Adolescence Science Inclusive Education

Initial and Professional Certificates:

- Students with Disabilities Biology, Chemistry, Earth Science or Physics 7-12
- Biology, Chemistry, Earth Science or Physics 5-6 Extension
- General Science 7-12 Extension
- General Science 5-6 Extension

Please refer to the section on Admission Requirements and all introductory program information at the beginning of this section.
## Required Courses

### 1. Initial Sequence

#### Phase I
- EDI 513 Introduction to Special Education 3
- EDI 531 Teaching Language Skills in Middle and High School Content Areas I 3
- EDI 547 Inclusive Teaching Middle Level Science* 3

#### Phase II
- EDI 530 Education and Society 3
- EDI 532 Teaching Language Skills in Middle and High School Content Areas II 3
- EDI 567 Teaching Science Inclusively* 3

#### Phase III
- EDI 514 Methods in Special Education* 3
- EDI 519 Assessment for Special Education 3

#### Phase IV
- EDI 575 Practicum and Seminar in Adolescence Inclusive Education 9

### 2. Core Courses
- EDI 600 Understanding Educational Research** 3
- EDI 601 Diversity in Education 3
- EDI 603 Educational Assessment and Evaluation 3
- EDI 793 Seminar in Science Education** 3

### 3. Professional Education
- EDI 617 Advanced Methods in Teaching Science ** 3
- EDI 623 Reading Research in Science Education** 3

### 4. Liberal Arts
- Selection of appropriate graduate science courses in BIO, CHM, ESC, GEL, NAS or LST by advisement

Minimum Total: 60

* Courses requiring 50-hour field experience component.
** Must be taken after practicum.

### Alternate Adolescence Social Studies Inclusive Education

#### Initial and Professional Certificates:
- Students with Disabilities Social Studies 7-12
- Social Studies 5-6 Extension

Please refer to the section on Admission Requirements and all introductory program information at the beginning of this section.
Phase III
EDI 514 Methods in Special Education*  3
EDI 519 Assessment for Special Education  3
Phase IV
EDI 575 Practicum and Seminar in Adolescence Inclusive Education  9
2. Core Courses
EDI 600 Understanding Educational Research**  3
EDI 601 Diversity in Education  3
EDI 603 Educational Assessment and Evaluation  3
EDI 794 Seminar in Social Studies Education**  3
3. Professional Education
EDI 670 Issues in Social Studies Education**  3
EDI 674 Applied History Seminar**  3
4. Liberal Arts, by advisement (for example):
HST 501 American History Topics  3
HST 511 History of New York State  3
HST 521 America since 1929  3

Minimum Total:  60

* Courses requiring 50-hour field experience component.
** Must be taken after practicum.

Program Notes Applicable to the Alternate Adolescence Inclusive Education Programs
- Teacher candidates must be matriculated in an appropriate program prior to registering for program courses.
- The Initial Sequence must be completed in the order given.
- All requirements of Phases I-III must be completed prior to the practicum semester.
- A total of 150 clock hours of documented field experience with middle childhood and adolescent students and students with disabilities is required in these programs. Each phase requires 50 hours of field experience. Please note that the College will secure all field experience placements.
- After completing the initial sequence, candidates may apply for initial teaching certification by direct application to the New York State Education Department.
- After completing all program requirements, candidates will be endorsed for professional certification and initial certification if not previously obtained after the initial sequence.

Education and Human Development

Courses
EDI 513 Introduction to Special Education (B). Introduces teacher candidates to the characteristics of students with exceptionalities according to state and national standards and laws. Identification of students with diverse needs is an integral part of this course. Explores issues of diversity across race, culture, language, gender, religion, disability, and socioeconomic status. Introduces issues of family/professional partnerships, learner-centered constructivism, collaboration and consultation skills, and community building. Addresses the philosophy of inclusion and collaboration for all students, effective teacher performance and special education law for educators. 3 Cr. Every Semester.
EDI 514 Methods in Special Education (B). Prerequisite: EDI 513. Emphasizes serving students with a variety of needs in the inclusion classroom setting. Explores developing a positive and supportive learning environment for all students. Allows teacher candidates to select,
modify and evaluate inclusive curricular materials and instructional techniques for individuals and groups of learners with disabilities taking into account the learners’ abilities, learning rates and styles of learning. Involves developing and applying instructional techniques for use in the inclusive classroom with individuals with disabilities, including the use of assistive technology services and devices. Includes a 50-hour field component. 3 Cr. Every Semester.

EDI 519 Assessment for Special Education (B). Prerequisite: EDI 513. Prepares teacher candidates with the skills, theory, practice and knowledge to engage in quality assessment of special education students. Examines principles and criteria of evaluative and diagnostic techniques, norm referenced testing, criteria/referenced testing, and informal teacher-made tests. Explores the use and understanding of standardized tests and test scores in statewide assessments; necessary skills in the practical application of classroom assessment for special education students. 3 Cr. Every Semester.

EDI 520 Childhood Education for Language Teachers (B). Explores the nature and development of the childhood curriculum including cognitive, affective, psychomotor and linguistic development. Focuses on the theory, teaching methodology, classroom management and development of appropriate foreign language materials at the childhood level. Designed for foreign language teacher candidates certified for grades 7-12 who wish to extend their certification to teach a language in grades 1-6. 3 Cr.

EDI 521 Methods for Teaching the Bilingual Child (B). Explores the social, emotional and cognitive implications of being a child who must function as a bilingual student in a classroom setting. Relates theoretical knowledge to practice through observation and work with students in a bilingual setting. 3 Cr. Odd Spring.

EDI 527 Cooperative Learning (B). Explores learning in a classroom structure that enables learners to work together to accomplish a task. Addresses how teachers can frame cooperative lessons that maximize student learning. Allows participants to learn the attributes of cooperative learning, study documentation on cooperative learning, and plan for a classroom environment that reflects cooperation. Highly interactive and participatory in nature. 3 Cr.

EDI 530 Education and Society (B). Prerequisite: Program admission. Focuses on social, cultural, historical and philosophical foundations of education; changing roles of teachers within contexts of contemporary schools; and other programs serving children. Explores the idea that education reflects the wider society in which we live. 3 Cr. Every Semester.

EDI 531 Teaching Language Skills in Middle and High School Content Areas 1 (B). Prerequisite: Admission to Alternate Adolescence Inclusive Education Program. Focuses on the notion that reading, writing and listening for meaning are critical to learning content knowledge in all disciplines of study in the middle and high schools. Stresses the development of these language skills in adolescence and examines the individual differences among learners and multiple approaches and strategies that may be used to improve language skills. Requires an analysis of reading, writing, and listening skills and abilities essential to successful learning in the disciplines. Enables students to learn strategies that secondary content area teachers can use to help students read for information and to retrieve knowledge from textbooks and other materials. 3 Cr. Full. Spring.

EDI 532 Teaching Language Skills in Middle and High School Content Areas 2 (B). Prerequisite: EDI 531. Builds on students’ study in EDI 531. Covers the application level of literacy instruction, emphasizing effective teaching methods. Explores the notion that reading, writing, and speaking are fundamental to thinking about and learning content knowledge in all disciplines of study. Uses written and verbal presentations to explore thinking processes, and to take skills and theory from EDI 531 and translate them into teaching practice. Provides an understanding of the kinds of experiences that help students make meaning from text, write and speak with an authentic voice, and produce writing and verbal presentations of consequence. Involves designing and delivering literacy lessons, integrating literacy lessons into their specific content, integrating technology into literacy lessons, engaging learners through multiple research based methods, and furthering their understanding of an inclusive environment to promote literacy development. 3 Cr. Every Semester.

EDI 536 Gender Issues K-12 (A). Focuses on the issue of gender in schools K-12. Identifies and examines the ways in which gender roles are reinforced in schools and studies the ways in which race and class interact with gender to influence the schooling experience. Presents ways in which teachers and other educators can promote an equitable educational experience for all students. 3 Cr. Every Semester.

EDI 545 Inclusive Middle Level Teaching in English (B). Prerequisite: Admission to Alternate Adolescence Inclusive Education Program. Introduces students to the methods and strategies involved in inclusive middle level English teaching. Explores the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment and teaching
portfolios. Includes practice teaching and reflection. Focuses on ability to work collaboratively as team members, clarify goals and construction of an educational philosophy. Requires 50 hours of field experience in a middle level inclusion classroom. 3 Cr. Fall.

**EDI 546 Inclusive Middle Level Teaching in Mathematics (B).** Prerequisite: Admission to Alternate Adolescence Inclusive Education Program. Introduces students to the methods and strategies involved in inclusive middle level mathematics teaching. Explores the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment, and teaching portfolios. Includes practice teaching and reflection. Focuses on ability to work collaboratively as team members, clarify goals and construction of an educational philosophy. Requires 50 hours of field experience in a middle level inclusion classroom. 3 Cr. Spring.

**EDI 547 Inclusive Middle Level Teaching in Science (B).** Prerequisite: Admission to Alternate Adolescence Inclusive Education Program. Introduces students to the methods and strategies involved in inclusive middle level science teaching. Explores the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment, and teaching portfolios. Includes practice teaching and reflection. Focuses on ability to work collaboratively as team members, clarify goals, and construction of an educational philosophy. Requires 50 hours of field experience in a middle level inclusion classroom. 3 Cr. Spring.

**EDI 548 Inclusive Middle Level Teaching in Social Studies (B).** Prerequisite: Admission to Alternate Adolescence Inclusive Education Program. Introduces teacher candidates to the methods and strategies involved in the teaching of middle-level social studies. Begins the teacher candidates’ exploration of the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment, and teaching portfolios. Requires teacher candidates to practice teaching lessons they have designed and be reflective about their own and others’ lessons. Focuses on teacher candidates’ ability to work collaboratively as members of teams. Provides opportunities for teacher candidates to clarify their goals in pursuit of a teaching career and requires them to construct a personal statement of educational philosophy. 3 Cr. Fall, Spring.

**EDI 565 Teaching English Inclusively (B).** Prerequisites: EDI 513, EDI 531, EDI 545. Corequisites: EDI 532. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in English content areas. Emphasizes secondary curriculum content; New York State English Language Arts standards; technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr. Spring.

**EDI 566 Teaching Mathematics Inclusively (B).** Prerequisites: EDI513, EDI531, EDI546. Corequisites: EDI532. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in mathematics content areas. Emphasizes secondary curriculum content; New York State MST standards; technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr. Spring.

**EDI 567 Teaching Science Inclusively (B).** Prerequisites: EDI513, EDI531, EDI547. Corequisites: EDI532. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in science content areas. Emphasizes secondary curriculum content; New York State MST standards; technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr. Spring.

**EDI 568 Teaching Social Studies Inclusively (B).** Prerequisites: EDI513, EDI531, EDI548. Corequisites: EDI532. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in social studies content areas. Emphasizes secondary curriculum content; New York State social studies standards; technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr. Spring.

**EDI 571 Conflict Resolution (A).** Covers conflict resolution as an attempt to fulfill personal and professional goals regarding constructive ways of managing and resolving conflict. Discusses personal, public and professional conflicts. Covers methods of conflict resolution, including exploration of pertinent communication and group dynamics and mediation skills along with the use of dilemmas, games and other activities. Discusses the teaching of the skills of conflict resolution to students at the elementary and secondary levels. Requires a final project and extensive class participation. 3 Cr. Summer.
EDI 575 Practicum and Seminar in Adolescence Inclusive Education (B). Prerequisites: Completion of Phase I, II and III courses. Provides two (2) college-supervised student teaching experiences, one in grades 7-9, another in grades 10-12. One of these two placements is in special education. Provides experiences in all aspects of teaching including planning, delivery, and assessment of student learning. Uses the student teaching seminar to provide support and encouragement for teacher candidates through meetings with peers, the college supervisor(s), and resource personnel. 9 Cr. Fall, Spring.

EDI 590 Topics of Instruction (B). Meets the needs of intact groups of clients. Transcript title, content, bibliography and assessment procedures vary in accordance with the predetermined needs and interests of the group of clients served. 1-6 Cr.

EDI 600 Understanding Educational Research (B). Prerequisite: EDI 603 or EDI 730 + 18 credit hours completed. Explores qualitative and quantitative methods of doing research through examination of action research that pertains to teaching and research interests. Involves an action research project related to the discipline; formulation of an action research question for possible use with project/thesis and development of a literature review for the question, including an evaluation of the research. 3 Cr. Every Semester.

EDI 601 Diversity in Education (A). Engages students in critical examination, grounded in historical, philosophical, theoretical and legal frameworks, of issues of diversity, including race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion as applied to education in a pluralistic democracy. Exploration of identity construction, family systems, power, privilege, oppression and implications for our work as teachers, and for children's and family experiences within a variety of inclusive educational settings. 3 Cr. Every Semester.

EDI 603 Educational Assessment and Evaluation (B). Provides an overview of the theory and practice of assessment for teachers. Emphasizes classroom assessment and evaluation practices consistent with the New York State Learning Standards. Methods include performance assessments, instructional rubrics, student portfolios and exhibitions, and objectively-scored tests. Includes assessments used for improving student performance and teaching practices. 3 Cr. Every Semester.

EDI 610 Children with Behavior Problems. (A). Provides a comprehensive study of the use of learning principles in the comprehensive assessment and treatment of problem behavior displayed by children both with and without developmental and intellectual disabilities (e.g., emotional disturbances, ADHD, Autism, Down syndrome). Also includes a review of current New York State Education Department policy related to the assessment and treatment of problem behavior for all children both with and without intellectual and developmental disabilities. Explores the role of the general education and special education teacher in these assessments and interventions. 3 Cr.

EDI 611 Teaching Childhood Science (B). Explores methods and techniques for teaching childhood school science through a hands-on approach. Emphasizes the goals of the New York State Science Syllabus: problem solving, skills of inquiry, science attitudes and science content. 3 Cr.

EDI 612 Bilingual Methods of Teaching Content (B). Provides practical experience in planning, developing materials, and instructing in the childhood or adolescence content area of the student's certificate. Examines the relationship between language acquisition and learning content areas. A 50-hour field experience will provide positive interaction with students and school personnel, as well as classroom management in a bilingual setting. 3 Cr. Spring.

EDI 617 Advanced Methods in Teaching Adolescence Science (B). Explores the methods, materials and techniques for the teaching of adolescence science. Includes topics such as the psychological aspects of teaching and learning, systematic classroom management and effective instruction. 3 Cr. Fall.

EDI 622 Advanced Adolescence Curriculum: Mathematics (A). Provides a study of mathematics curriculum with emphasis on development, content and implementation of new programs. Provides students with a deeper understanding of the math they teach and barriers to learning. Requires knowledge of many areas of science education research and expertise in one or more thematic areas. Requires an action research design component as a basis for the final project/thesis and an extensive, relevant literature review to function as warrant, claim and conceptual framework for the action research. 3 Cr. Spring.

EDI 627 Education Change and Organizational Theory (A). Introduces students to theo-
tical frameworks about complex organizations and the dynamics of educational change at the school level. Asks students to test applicability of these frameworks based on their own experience in schools. 3 Cr.

EDI 628 TESOL: Methods, Materials and Techniques (B). Trains teachers in a bilingual-multicultural program and others who wish to achieve pedagogical competency in the teaching of English as a second language. 3 Cr.

EDI 634 Teaching Reading to Children with Special Needs (A). Prerequisites: Two reading courses equivalent to Literacy II. Explores reading as an extension of the language process, focusing on children with special needs (e.g. the learning disabled, the gifted, the linguistically different, the emotionally disturbed and students with other disabilities). Emphasizes the learning environment. Every semester. 3 Cr. Summer, Fall.

EDI 647 Teaching Reading, Writing, and Literature. Examines secondary student reading needs; provides a survey of methods, materials and assessments for reading instruction. Uses the writing workshop model to enhance writing skills, teaching of composition. Provides a survey of major theories of literary interpretation and develops methods for reading and responding to literature. Emphasizes contemporary language arts curriculum content, New York State Education Standards and assessments and technological applications related to teaching secondary English. 3 Cr. Fall.

EDI 657 Teaching Childhood Writing (B). For childhood teachers who wish to improve their own writing skills and teaching of written composition in the elementary grades. Requires students to produce expressive, expository and persuasive writing; discuss their writing in class; summarize recent research in elementary school writing; review effective techniques for teaching children's writing; and create lessons for classroom use. 3 Cr.

EDI 665 Classroom Management (B). Provides participants with an understanding and application of some of the most recent theoretical models employed in the practice of classroom management. Emphasizes problem-solving techniques. Allows participants to explore the role of the teacher as the manager of the classroom environment, the students and the curriculum. Emphasizes the design of a comprehensive classroom management plan. 3 Cr.

EDI 670 Issues in Social Studies Education (B). Assesses current scholarship in history, anthropology and other social science disciplines in order to analyze a variety of perspectives on historical topics. Begins the first phase of the research and writing that forms the basis of the master's thesis. Requires completion of literature review in the student's chosen area. 3 Cr. Spring.

EDI 671 Teaching Childhood Social Studies (B). Provides a comprehensive study of the curriculum and methods of guiding learning in childhood social studies. Examines current trends and issues in social studies instruction. Also provides opportunities for individual in-depth study of selected topics. 3 Cr.

EDI 674 Applied History Seminar (B). Continues the research begun in EDI 670. Uses a seminar format to involve students in a variety of readings and experiences designed to maximize personal and collegial engagement with history in the form of field experiences, workshops and classroom discussion. 3 Cr. Fall.

EDI 678 Issues in English Education (B). Examines contemporary instructional, curricular and assessment issues. Combines theory and practice in a manner designed to lead students toward formulating their culminating master's projects or thesis. 3 Cr. Spring.

EDI 681 Teaching Childhood Mathematics (B). Explores past and present trends in teaching childhood mathematics. Considers problems concerning content, grade placement of topics and techniques of evaluating achievement in this subject matter field. Evaluates important research in the area of childhood mathematics. 3 Cr. Spring.

EDI 686 Issues in Adolescence Mathematics Education (A). Involves masters candidates in discussions of issues and trends in math, science, and technology education and its impact on classroom practice. Includes application of research-based math education methods and curricular topics and implementation of extensive action research project. 3 Cr. Fall.

EDI 689 Inquiry Teaching in Science, Math and Technology (A). Emphasizes the teaching of science, math and technology as involving the process skills of learning to gather information; to observe, study, and classify; to speculate, hypothesize, and generate theories; to test ideas and reject previously held assumptions in the face of new contradictory evidence; to design investigations and experiments; and to interpret data intelligently. Provides participants with the opportunity to clarify their own evolving definition of inquiry teaching and to explore activities that allow children to examine decisions requiring scientific judgments and make decisions about matters in science, math and technology with intelligence, sensitivity and growing wisdom. 6 Cr. Fall.

EDI 690 Topics of Instruction (A). Topic varies. May be repeated with instructor's permission. 1-3 Cr.
EDI 699 Independent Study in Education (B). Designed individually through consultation between student and instructor to suit the student’s needs and interests and the special competence of the instructor. Additional requirements may be established by the department. 1-3 Cr.

EDI 703 Seminar in Childhood Education (B). Prerequisite: EDI 600 and 21 credit hours. Assists graduate students in childhood education in completing the required thesis or project as part of the MS in Education requirements. 3 Cr. Every Semester.

EDI 722 Seminar in Bilingual Education (B). Prerequisite: EDI 600 and 21 credit hours. Requires students to analyze the history and basic bibliography of bilingual education in the United States; to identify trends and practices in current bilingual programs; and to understand the principles of socio- and psycholinguistic analysis as applied to the target population. 3 Cr. By Arrangement.

EDI 730 Literacy Assessment (B). Explores current issues involving different types of literacy assessments, including standardized testing, and the impact of socio-cultural background on assessment results. Provides opportunities to conduct a variety of classroom assessments and analyze those assessments to construct appropriate instructional plans. 3 Cr. Every Semester.

EDI 731 Advanced Developmental Literacy Instruction (B). Prerequisite: EDI 730. Advances candidate understanding of reading instruction, class discussion and development of instructional materials for use during practica and beyond. Other topics covered include word identification, comprehension, responding to texts, and home/school connections. 3 Cr. Fall, Spring.

EDI 732 Clinical Diagnosis of Reading/Writing Difficulties (B). Prerequisite: EDI 731. Focuses on assessment of difficulties in reading and writing, and developing/selecting learning/teaching strategies. Topics covered include: miscue analysis and retrospective miscue analysis; diagnostic instruments used in reading assessment of early writing. Includes close critical examination of reading/writing processes, language cueing systems and the reflexive relationships among assessment, language, readers and writers, culture, texts and learning opportunities. 3 Cr. Spring.

EDI 735 Emergent Language and Literacy (B). Prerequisite: EDI 730. Examines the development of children’s oral and written language from a sociopsycholinguistic perspective. Provides opportunities to explore cognitive, social and cultural bases for language development and use, including dialect, variation and second-language learning. 3 Cr. Fall, Spring.

EDI 736 Literacy Seminar (B). Prerequisite: EDI 600, 21 credits. Serves as a forum for integrating learning from previous graduate courses. Focuses on developing and completing thesis in literacy learning and teaching, and/or literacy curricula and programs. 3 Cr. Fall, Spring.

EDI 738 Reading and Writing in the Content Areas (B). Combines reading and writing in all the curricular areas of the preschool and elementary school. Explore specific strategies and activities for engaging students in productive content learning, creating a positive literacy environment for learning, and considering issues of critical literacy within content area learning. 3 Cr. Spring.

EDI 739 Language Arts in Literacy Instruction (B). Explores six areas of literacy instruction: teaching and assessing writing, using the writing process, word study (spelling, vocabulary) development and instruction, the conventions of written English, connecting the arts and literacy development, and technology. 3 Cr. Spring.

EDI 740 Literacy Practicum I (B). Prerequisites: EDI 634, 730, 731, 735. Provides a field-based experience in literacy education. Engages students in a literacy education teaching experience in education programs where elementary students with reading or writing problems are given extra support. Requires candidates to demonstrate various instructional competencies and content knowledge and to exhibit traits such as responsibility, reliability, punctuality, empathy, basic communication skills, and a positive attitude toward all children, parents and colleagues. 3 Cr. Summer.

EDI 741 Literacy Practicum II (B). Prerequisite: EDI 740. Continuation of EDI 740.

EDI 791 Seminar in English Education (B). Prerequisite: EDI 600, 647, 678, 21 credit hours. Designed to be a culminating experience. Expects creative, innovative and extensive individual work at the highest level of proficiency. Offers three options for meeting the requirements of this course: a curriculum project, an analytic review of professional literature or a professional teaching portfolio. 3 Cr. Summer.

EDI 792 Seminar in Mathematics Education (B). Prerequisite: EDI 600, 622, 686, 21 credit hours. Designed to be a culminating experience. Expects creative, innovative and extensive individual work at the highest level of proficiency. Offers three options for meeting the requirements of this course: a curriculum project, an analytic review of professional literature or a professional teaching portfolio. 3 Cr. Fall.

EDI 793 Seminar in Science Education (B). Prerequisite: EDI 600, 617, 623, 21 credit hours. Designed to be a culminating experience. Expects creative, innovative and extensive individual work at the highest level of proficiency. Three options
are available for meeting the requirements of this course: a curriculum project, an analytical review of professional literature or a professional teaching portfolio. 3 Cr. Fall.

*EDI 794 Seminar in Social Studies Education (B). Prerequisite: EDI 600, 670, 674, 21 credit hours.* Designed to coordinate with the third and final phase of the master’s thesis research. A culminating experience that will lead to the completion of the master’s degree. 3 Cr. Fall

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**DEPARTMENT OF EDUCATIONAL ADMINISTRATION**

258 Albert W. Brown Building

(585) 395-2661

*Interim Chairperson and Visiting Assistant Professor: Donald R. Covell, CAS, SUNY Albany; Professor: Sandra L. Graczyk, EdD, SUNY Buffalo; Assistant Professors: Gene M. Spanneut, EdD, SUNY Buffalo; James A. Tobin, EdD, SUNY Albany; Visiting Assistant Professor: Carol T. Godsave, CAS, The College at Brockport.*

The objective of the program is to develop administrative leaders for the schools of New York state. The department offers the following programs in educational administration:

1. A 60-credit program leading to a Certificate of Advanced Study (CAS) in Educational Administration (EDA), to initial/professional New York State Certification as a School Building Leader (SBL certification), and to professional New York State Certification as a School District Leader (SDL certification), providing the candidate meets the experience requirements and any other requirements, such as examinations or portfolios, which the New York State Education Department requires currently or may require in the future. Persons already holding a master’s degree can complete the Certificate of Advanced Study with an additional 36 credits.

2. A 66-credit program leading to a Certificate of Advanced Study (CAS) in School Business Administration (SBA) and to professional New York State Certification as a School District Business Leader (SDBL certification), providing the candidate meets any other requirements, such as examinations or portfolios, which the New York State Education Department requires currently or may require in the future. Students can also earn a 30-credit Master of Science in Education as part of this program.

The School Building Leader (SBL) certification is required in New York state for any person serving more than 10 periods per week of the assignment in administrative or supervisory positions. Illustrative titles requiring this certification are principal, supervisor, director, coordinator, or assistant or vice principal. The School District Leader (SDL) certification is required for central office positions such as superintendent of schools, deputy superintendent, associate superintendent, and any other person having responsibilities involving general district-wide administration. Candidates desiring SBL and/or SDL certifications must have completed three years of teaching or certificated pupil personnel services experience in an elementary or secondary school prior to obtaining administrative certification.

The School District Business Leader (SDBL) certification is required for positions of deputy superintendent for business, associate superintendent for business, assistant superintendent for business, and school business administrator. The three-year teaching requirement is not required for SDBL certification.

**Matriculation**

Students interested in matriculation should apply as soon as possible. Courses taken before matriculation are not automatically accepted as part of the graduate program. EDA 600 Foundations of Educational Leadership is the prerequisite, entry-level course for the CAS in