

TABLE OF CONTENTS:

Letter from the President.....	3
Brief history of Manhattanville: History And Educational Commitment	4
Manhattanville College mission statement	5
School of Education mission statement	5
Administration and Staff	6
Faculty.....	6
Teacher Education At Manhattanville	7
Masters Programs	7
Advanced Certification Programs.....	7
Accelerated Teacher Internship Program (Jump Start).....	8
Certification through Individual Evaluation	8
Masters of Educational Studies.....	9
Doctor of Education in education leadership.....	9
NYS Public Accountability.....	10
Eligibility for admission	10
Manhattanville Writing Assessment.....	11
Program Sequence And Length.....	11
Rate of Work.....	11
Additional Program Requirements For Certification.....	12
Transfer Credits.....	12
Policies, Procedures and Examinations	13
Advising and Registration.....	13
Adding, Dropping, and Withdrawing from Courses.....	13
Communications.....	13
Field Experiences.....	14
Student/Supervised Teaching	14
Independent Study.....	15
Grade Requirements.....	15
Comprehensive Exam, Degree Portfolio or Final Project	16
Intent to Graduate	17
Academic Conduct And Professional Dispositions	17
Academic Honesty.....	18
Dispositions.....	18
Grievance Procedure for Graduate Students	19
Accommodations for Students with Disabilities.....	19
State Teacher Certification	20
New York State Liberal Arts Requirements	20
New York State Content Core Requirements	22
New York State Examination and Portfolio Requirements.....	22
Child Abuse Identification and Reporting and School Violence Prevention	22
Fingerprinting	22
Application for Certification	22
Program Costs 2011-2012.....	23
Refund Policy	23
School District Partnerships and Tuition Discounts.....	23
Alumni and Graduate Scholarships	24
Kappa Delta Pi - Omega Xi Chapter	25
Equal Employment Opportunity and Affirmative Action Policy.....	25
Directions To Campus.....	26
MAT - Early Childhood Education (Birth - Grade 2)	27
MAT - Childhood Education (Grades 1-6).....	28
MAT - Early Childhood (Birth-Grade 2) and Childhood Education (Grades 1-6).....	29
MAT - Middle Childhood/Adolescence Education (Grades 5-12) English.....	30

MAT – Middle Childhood/Adolescence Education (Grades 5-12) Mathematics	31
MAT – Middle Childhood/Adolescence Education Science (Biology or Chemistry Grades 5-12) or (Physics Grades 7-12)	32
MAT – Middle Childhood/Adolescence Education (Grades 5-12) Social Studies	34
MAT –Adolescence Education (Grades 7-12) Foreign Language (French, Spanish, Italian and Latin)	35
MAT – Visual Arts Education (All Grades)	36
MAT – Music Education (All Grades).....	37
MAT – Physical Education and Sport Pedagogy (All Grades)	38
MPS – Special Education: Early Childhood (Birth-Grade 2)	39
MPS – Special Education Childhood (Grades 1-6).....	40
MPS – Special Education Early Childhood and Childhood (Birth – Grade 6)	41
MPS – Special Education: Grades 7-12 Generalist	42
MPS – Childhood Education (Grades 1-6) and Special Education: Childhood (Gr 1-6)	43
MPS - English (5-9 & 7-12); Special Ed Generalist (7-12); SE English (7-12)	44
MPS - Mathematics (5-9 & 7-12); Special Ed Generalist (7-12); SE Math (7-12)	45
MPS – Science (Biology or Chemistry (5-9 & 7-12); Special Ed Generalist (7-12); SE Science (7-12).....	47
MPS – Social Studies (5-9 & 7-12); Special Ed Generalist (7-12); SE Soc.St. (7-12).....	49
MPS – TESOL – Teaching English as a Second Language (All Grades).....	51
MPS – TESOL Adult and International Settings	52
MSEd – Literacy, Language and Diversity (Birth-Grade 6).....	53
MSEd – Literacy, Language and Diversity (Grades 5-12).....	54
MPS – Literacy Specialist (Birth – Grade 6).....	55
MPS – Literacy Specialist (Grades 5-12)	56
MPS – Literacy (Birth-Grade 6) and Special Education Childhood (Grades 1-6)	57
MPS – Literacy 5-12; Special Education Generalist 7-12; Special Ed Specialist 7-12	58
M.Ed. – Educational Studies	59
CERT – Middle Childhood/Adolescence Education (Grades 5-12) English.....	60
CERT – Middle Childhood/Adolescence Education (Grades 5-12) Mathematics	61
CERT – Middle Childhood/Adolescence Education (Grades 5-12) Science (Biology Chemistry, Physics, Earth Science)	62
CERT – Middle Childhood/Adolescence Education (Grades 5-12) Social Studies	64
CERT –Adolescence Education (Grades 7-12) Foreign Language (French, Spanish, Italian, or Latin)	65
CERT – Visual Art Education (All Grades).....	66
CERT – Music Education (All Grades).....	67
CERT –TESOL – Teaching English as a Second Language (All Grades).....	68
CERT – Special Education: Early Childhood (Birth-Grade 2)	69
CERT – Special Education: Childhood (Grades 1-6).....	70
CERT – Special Education: Early Childhood (Birth – Grade 2) and Childhood (Grades 1-6).....	71
CERT – Special Education: Grades 7-12 Generalist	72
CERT – Literacy (Birth-Grade 6).....	73
CERT – Literacy (Grades 5-12).....	74
Advanced Certificate – Administration of Physical Education, Athletics and Sport Pedagogy	75
MPS – Educational Leadership.....	76
Professional Diploma – Educational Leadership (SBL).....	78
Professional Diploma – Educational Leadership (SDL, District Athletic Director).....	79
Professional Diploma – Educational Leadership (SDL)	80
Professional Diploma – Educational Leadership (SBL and SDL)	81
Certificate of Advanced Study – Teacher Leaders	82
Certificate of Advanced Study – School District Leader	83
Certificate of Advanced Study – Bilingual Education (Childhood/Spanish).....	84

COURSE DESCRIPTIONS



September, 2011

Dear Graduate Student in the School of Education,

It is my pleasure to welcome you to Manhattanville College and our stellar NCATE-accredited School of Education.

Through rigorous academic programs Manhattanville College prepares students for ethical and socially-responsible teaching and leadership in a diverse, global, challenging, and interconnected world. The School of Education subscribes to this mission by helping students to apply current educational theories through sustained practice in its coursework and fieldwork.

The School of Education has a rich and long tradition of developing innovative programs and responding to changing needs in the field. Today, with sixty-five New York State-approved programs, including a doctoral program in Educational Leadership, we continue to lead our peers in educating future teachers.

Our resources include technologically-equipped classrooms and labs, and a Library with impressive archival and online resources. Our strongest resources are our deeply engaged and caring faculty and staff. Your challenge and responsibility will be to take full advantage of the wide spectrum of support that we offer.

Whether your goal is to enhance your teaching or leadership credentials or begin preparation for a career in teaching or leadership, you will find that the School of Education, with its nationally recognized programs and engaged faculty and staff, provides a nurturing, supportive, and academically challenging environment where your aspirations and potential can develop to their fullest.

I look forward to seeing you soon on our beautiful and historic campus.

Sincerely,

A handwritten signature in black ink, appearing to read "Jon C. Strauss". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jon C. Strauss
Interim President

BRIEF HISTORY OF MANHATTANVILLE: HISTORY AND EDUCATIONAL COMMITMENT

Manhattanville's tradition is based on an educational heritage that fosters the free exchange of ideas between students and teachers within the context of challenging academic programs. Through this exchange, the College encourages the development of human values and a view of society as a community requiring each person's support. A liberal arts education at Manhattanville seeks to cultivate the growth of conscience as well as intellect – the ability both to reach personal moral decisions by the use of reason and understanding and the courage to defend these convictions. The many alumni who have become successful teachers and leaders testify to the usefulness of the College's definition of a liberal arts education.

The College began as the Academy of the Sacred Heart, a school for girls founded on Houston Street in New York City in 1841. It was one of a worldwide network of schools maintained by the religious congregation founded in France in 1800 with the name of Society of the Sacred Heart. Like its sister schools, the Academy accepted pupils ranging in age from the elementary grades through high school. After the 12th grade, two more years were added (the so-called superior classes), which prepared students for independent work and allowed a wider choice of subjects. The last two years of undergraduate work were added in 1917 and the institution was chartered by the State of New York as a college for women – with the new name, Manhattanville College of the Sacred Heart. Still committed to the values that shaped its founders' belief in the liberal arts, the College became coeducational in 1971 and independent of the Society of the Sacred Heart after 1971.

Changes in the nature of the institution did not take place without corresponding changes in locale. The success of the school in the 1840's was such that a larger area was needed and Houston Street was abandoned for the salubrious air of Astoria. This place, too, quickly proved too small and the Lorillard Estate north of the present 125th Street on the upper West Side was purchased. In 1847 this was a rural area; gentlemen's estates and small farms were its characteristic features and the district was known as Manhattanville, hence the name of the modern College. As the College and the city grew, better conditions for the largely residential student body became necessary. After one hundred and five years another move in 1952 brought the College to Purchase, New York, just 25 miles north of New York City, to the property formerly owned by the Whitelaw Reid family.

The long tradition of the school, which preceded the College charter, determined the character the College would have: a firm belief in the liberalizing effect of the liberal arts, a lively sense of tradition, a wide-ranging interest in the most humane manifestations of the human spirit, a continuing effort to enhance the local community and to accept responsibility for this segment of human history. These forces are alive today on the College campus. It is the challenge of students and faculty to keep them active, to translate them into terms which can be effective in a world remade and reinterpreted by science and technology, and, perhaps, threatened by the very success of human ingenuity.

Manhattanville College's mission is to educate students to become ethically and socially responsible leaders for the global community. Manhattanville continues to dedicate itself to the values of the College founders: academic excellence and a deep respect for intellectual values; development of the whole person, mind, body and spirit in an atmosphere of responsible freedom; the building of a caring, compassionate, nurturing community founded on mutual respect and accountability for individual actions; a special commitment to social awareness; and a moral obligation to educate our students about the role they can play in improving their community and world around them.

By its successful pursuit of its mission, the College believes that good human values will be fostered, respect for one's self and for others will be encouraged and its graduates will be enabled by both their training and vision to assist and to improve their world.

MANHATTANVILLE COLLEGE MISSION STATEMENT

Our mission: to educate students to become ethically and socially responsible leaders for the global community.

We are committed to doing that by:

Ensuring the intellectual, ethical and social development of each student within a community of engaged scholars and teachers;

Encouraging each student to apply his or her development as an independent leader and creative thinker to career and personal goals; and

Providing a diverse campus community whose members know, care about and support each other and actively engage the community beyond.

SCHOOL OF EDUCATION MISSION STATEMENT

The Mission of the Manhattanville College School of Education, inspired by the College Mission statement, is to educate candidates to become ethically and socially responsible teachers and school leaders for participation in the educational community.

We are committed to doing that by:

1. Ensuring the intellectual, ethical and social development of each candidate within a community of engaged scholars, teachers and school leaders. We are committed to developing our candidates' capacities in the following two domains of competence:
 - a. *Learning and teaching*: candidates' teaching is based on knowledge, learning theories and best practices, family and community influences as well as local, state and national standards.
 - b. *Liberal arts*: candidates understand the importance of demonstrating mastery of literacy on two levels – a broad base of content knowledge necessary to support student learning and solid literacy skills that include reading, writing, speaking and listening.
2. Encouraging each candidate to apply his or her development as an independent leader and creative thinker to career and personal goals. We are committed to promoting in our candidates the following domain of competence:
 - a. *Professionalism*: candidates are committed to being leaders in the educational community.
3. Providing a diverse campus community whose members know, care about and support each other and actively engage the community beyond. We are committed to developing our candidates' capacities in the following two domains of competence:
 - a. *Diverse learners*: candidates understand and meet the varying needs and interests of each student with sensitivity to racial, ethnic, socio-economic, ability and gender differences.
 - b. *Family, school and community*: candidates value and recognize the importance of being informed by the community to support student learning.

Through professional and collaborative teaching, research and self-governance, in cooperation with Liberal Arts and Sciences faculty, and in partnership with local educational agencies, we will model intellectual and ethical individual and institutional practice for our candidates.

ADMINISTRATION AND STAFF

DEAN	
Shelley B. Wepner	323-5192
ASSOCIATE DEAN OF GRADUATE ADVISING	
Laurence Krute	323-5141
ASSOCIATE DEAN OF ACCREDITATION & TECH.	
Susan Jacobs	323-5140
ASSISTANT DEAN OF OPERATIONS	
Danielle Wachter	323-7192
DIR. OF FIELD PLACEMENT AND CERTIFICATION	
Gail Robinson	323-5465
DIR. OF JUMP START AND SPECIAL INITIATIVES	
Mikki Shaw	323-5368
DIR. OF ADMISSIONS	
Jeanine Pardey-Levine	323-3208
ASSISTANT DEAN OF OUTREACH	
Laura Bigaouette	323-5482
ASSISTANT DIR. OF FIELD PLACEMENT, CERTIFICATION AND ADVISING	323-5430
Mindy Forman	798-2715
ASSISTANT DEAN OF GRADUATE ADVISING	
Jody Green	323-5432
ASSISTANT DIR. OF JUMP START	
Enid Cohen	798-2712
ASSISTANT DIR. OF GRADUATE ADMISSIONS	
Kathleen Cairney	323-5435
ASSISTANT TO THE DEAN	
Linda Putorti	323-3153
SECRETARY	
Donna Carbonaro	798-2707
COORDINATOR OF DATA ANALYSIS-ACCRED. & TECH.	
Renee Roff	323-5365
ADMIN ASS'T DOCTORAL AND ED PROGRAMS	
Patricia Gannon	323-7162
SECRETARY, GRADUATE ADVISING	
April Browne	323-5366
SECRETARY, FIELD PLACEMENT	
Alexis DePersia	323-3152
SECRETARY, JUMP START & PHYSICAL EDUCATION	
Linda Molloy	323-7125
COUNSELOR	
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Main Office-General Information	323-5214
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FACULTY

<u>CURRICULUM AND INSTRUCTION</u>	
JoAnne Ferrara – Childhood	323-5180
Frederick Heckendorn III – Social Studies	323-3207
Sherie McClam – Science/Math	323-5137
Susan Ringle Pet – English	323-7138
Samuel Jackson – Math	323-5443
Joan Gujarati – Childhood Math	323-5197
Lynn Huber – Childhood Science	323-5131
<u>EARLY CHILDHOOD EDUCATION</u>	
Patricia Vardin – Early Childhood	798-2714
Diane Lang – Early Childhood/Childhood	323-5423
<u>EDUCATIONAL LEADERSHIP AND SPECIAL SUBJECTS</u>	
Kathleen Rockwood – Ed Leadership	323-3149
Yiping Wan – Ed Leadership	323-7251
Stephen J. Caldas – Ed Leadership	323-5199
Robert Monson – Ed Leadership	323-5370
Laurence Krute – Foreign Language/TESOL	323-5141
Diane Gomez – Foreign Language/TESOL	323-5488
Joan Weinreich – Foundations	323-5283
Rhonda Clements – Physical Education	323-5327
Stephen Maletz – Physical Education	323-5437
Robert Schmidlein – Physical Education	323-7215
<u>LITERACY</u>	
Kristin Rainville	323-5460
Courtney Kelly	798-2745
Ross Collin	323-5431
Katherine Cunningham	798-2713
<u>SPECIAL EDUCATION</u>	
Vance Austin	323-7262
Micheline Malow	323-5348
Ellis Barowsky	323-5467

TEACHER EDUCATION AT MANHATTANVILLE

Manhattanville's commitment to Teacher Education is vividly exemplified by the quality instruction offered by our caring and experienced faculty. The College's concern for individual students is reflected in our personalized approach to teaching, advising and supporting students. All programs offered are New York State Education Department approved and registered.

*This catalog is designed as a tool for planning a successful graduate Teacher Education program. **It is the student's responsibility to read the catalog carefully since it articulates the requirements for all graduate education students, whether matriculated into a program or taking non-degree courses.** Students are bound by the policies, procedures and the program requirements cited in the Catalog that is in effect on the date of their matriculation or registration. **It is the student's responsibility to ensure that s/he completes all program and certification requirements.***

Every effort has been made to ensure the accuracy of the information in this catalog; however, courses, programs and schedules are subject to change, as are New York State Education Department requirements. Students are advised to consult the latest Course Schedule on our website at www.mville.edu. For further information about NYS certification requirements, please contact Graduate Advising.

MASTERS PROGRAMS

The Masters of Arts in Teaching (MAT) program was initiated in 1965. It was originally designed for graduates of liberal arts colleges who had little or no teaching experience and no prior academic study of education, while Masters of Professional Studies in Education (MPS) programs were originally aimed at those whose careers in education were already underway.

Now, most current programs are equally well suited to those with prior study of education and/or teaching experience. Programs stress the integration of educational research, philosophy and psychology with pedagogical training and practical teaching experience, to prepare ethically and socially responsible, caring and competent teachers.

It is expected that degree candidates enter the program with the appropriate liberal arts background essentially completed. Completion of a Masters program can lead to both a Masters degree and state teaching certification.

ADVANCED CERTIFICATION PROGRAMS

For candidates already holding a Liberal Arts Masters degree but with no prior educational preparation **OR** for certified teachers wishing to obtain certification in an additional title by having the college recommend them to NYSED, we offer Advanced Certification programs. Advanced Certification areas include: Special Education, Middle

Childhood and Adolescence (English, Mathematics, Earth Science, Biology, Chemistry, Physics, Second Languages or Social Studies), TESOL, Literacy, Music and Art.

ACCELERATED TEACHER INTERNSHIP PROGRAM (JUMP START)

This accelerated and intensive degree program is primarily designed for career changers, but may be appropriate in other circumstances. Jump Start is also open to those eligible to complete a Post-Masters certification program. Students begin as a cohort with intensive Spring and Summer coursework. Over the Spring and Summer, they conduct a job search with college guidance and may begin paid full-time teaching usually in New York City or another high-needs school district under a NYS internship certificate in the Fall. They complete all other requirements for degree or post-masters program and for certification during the Fall and the following Spring and Summer.

The program is available in the areas of Childhood, Mathematics, Biology, Chemistry, Social Studies, and English, Physics, Spanish, Visual Arts, TESOL and Physical Education and for dual certification in Childhood and Special Education or a Secondary subject and Special Education. The School of Education will assist in locating opportunities to interview for positions in a variety of school districts. However, job placement is not guaranteed.

For processes for the Physical Education Internship certificate program, please consult the director of Physical Education.

Before graduation and regular certification, Jump Start candidates must have completed all Masters degree and NYS certification requirements. Candidates who have not completed said requirements and are teaching for a second year under the internship certificate are required to be mentored by the college and must pay the mentorship fee.

Jump Start students who do not or cannot complete their teaching placements will be required to join a regular Masters program and will follow the coursework and student teaching schedule, and must meet the pre-requisites for student teaching appropriate for that program. Such students must meet with the Office of Field Placement as soon as possible in their program.

CERTIFICATION THROUGH INDIVIDUAL EVALUATION

For those who are already certified and who wish to become certified in another area or additional grade levels, we offer the opportunity to complete the coursework required for certification through individual evaluation by New York State. In these cases, under New York State regulations, candidates can apply for additional certification directly to NYS Education Department, using graduate courses they have taken at Manhattanville. All of the teaching certification areas that we offer are available to these candidates. This route to certification is subject to NYSED deadlines for completion. In addition to graduate coursework, additional Liberal Arts requirements and additional testing may be required.

Careful advising and specific choices of courses is required for such certification and interested students are advised to consult closely with the Graduate Advising Office or NYSED at www.nysed.gov. Responsibility for certification resides strictly with NYSED.

Please note if you are seeking your first certificate, there is a deadline for completion of all requirements, August 31, 2011. This does not apply to those already certified seeking additional certificates.

MASTERS OF EDUCATIONAL STUDIES

The M.ED. program offers opportunities for individuals with a baccalaureate degree who are seeking a master's degree in Education and are interested in career advancement in such education-related fields as publishing, journalism, counseling-related positions, museums, government, higher education, summer camps and youth sports, private school teaching, private industry, and for-profit and not-for-profit organizations. Coursework includes a variety of topics related to foundations of education, multicultural education, ethics, and technology; electives can be focused on the individual's area of interest.

This program does not lead to NYS teacher certification and does not require student teaching.

DOCTOR OF EDUCATION IN EDUCATION LEADERSHIP

On June 22, 2010, the Board of Regents of the State of New York approved an amendment to our master plan authorizing Manhattanville College's first program at the doctoral level, an Ed.D. in Educational Leadership. The purpose of the doctoral program is to meet the needs of mid-career professionals who have leadership experience in public or private schools, community programs, governmental agencies, or NGOs with major education initiatives. This program builds on Manhattanville's Educational Leadership Master's and Professional Diploma certification programs for building level and/or district-level leadership.

Accepted students will have early career leadership experience and the initial licensure/certification/program requirements for their chosen career path as leaders in education. Students complete a three-year program of study that tightly integrates coursework, field experiences, and applied research (59 semester hours of post-master's credit including dissertation). The focus is on preparing leaders to work in *changing suburbs and small cities*, and the signature pedagogy is *problem-based learning*. Doctoral program experiences are organized around five themes: leading learning organizations, becoming a sophisticated practitioner-scholar, developing self and others, participating in professional and policy-making communities, and facilitating responsive education programs. The program offers the option to do a three-article dissertation or a traditional five-chapter dissertation.

For full information, please consult the program director and the doctoral student handbook.

NYS PUBLIC ACCOUNTABILITY

Manhattanville students who have graduated or completed a degree or certification program achieved a 98% combined passing rate on the New York State Teacher Certification Examinations in 2008-2009.

ELIGIBILITY FOR ADMISSION

Persons who may be eligible to matriculate in any graduate program include those who:

- Hold a Bachelors degree, or higher, from a regionally accredited institution and present a minimum cumulative undergraduate grade point average of 3.0 (A=4)
- Submit a completed application form including a 2-3 page typewritten essay stating their philosophy of education
- Submit official transcripts for ALL previous college coursework
- Submit two strong professional recommendations
- Exhibit a commitment to teaching
- Submit proof of certification, for admission to programs in Special Education or Literacy.
- Complete Music audition and examination, for admission to programs in Music Education
- International students must demonstrate English language proficiency by achieving a computer score of 300 or above, or an IBT score of 85 or above on the TOEFL. International credentials will be evaluated under the guidelines developed by NCEFEC used by NYS Education Department. A certified translation of international credentials and/or external evaluation of credentials must be submitted upon request.
- Provide evidence of all required immunizations. All students, matriculated or not, born after 1957, taking 6 or more credits within a semester or session, are required by state law to provide proof of immunization against measles, mumps and rubella. Contact the Health Center to submit evidence or to obtain further information.

An interview is not required, but is strongly recommended.

Holders of F- or J-class visas are not eligible for admission into the following programs: Churchill School, Teacher Leader at the Edith Winthrop Teacher Center, or Education Leadership programs at the White Plains Staff Development Center.

MANHATTANVILLE WRITING ASSESSMENT

All degree or Advanced Certification candidates must complete a writing assessment within the first six required education credits. Arrangements to complete the assessment can be made at the Graduate Advising Office. On the basis of the results, students may be **required** to successfully complete the Graduate Education Writing Tutorial before continuing or while they pursue the degree or program, or the tutorial may be recommended. Offered twice each semester, the Graduate Education Writing Tutorial is a non-credit bearing workshop; students register for the Tutorial through the Office of Graduate Advising. Students in the BA/MAT program are exempt.

PROGRAM SEQUENCE AND LENGTH

Once students have passed the required entry-level coursework or its equivalent, including the NYS LAST exam and the Manhattanville Writing Assessment, they enter intermediate level courses. These courses serve as foundations for capstone courses, which include seminars, practica and/or student teaching experiences.

All students matriculated into degree or Advanced Certification programs must take the NYS TEST OF WRITING SKILLS (TWS) during their first 6 credits. Students who do not achieve a satisfactory score on the test will be required to complete the Graduate Education Writing Tutorial and may continue in the graduate program on a probationary basis. Students who fail the TWS twice will not be permitted to take further Education courses until they pass the exam.

Candidates have up to five years from the date of matriculation to complete their programs. A time extension, typically of two years, may be granted at the discretion of the Associate Dean for Graduate Advising. In such cases, additional courses may be required to update the student's program, as determined by the relevant department of the School of Education.

Student or supervised teaching is a culminating experience, only undertaken when essentially all coursework and other requirements have been completed.

RATE OF WORK

Nine (9) credits is considered full time attendance. A student enrolled for six (6) credits for student teaching is also considered full-time.

ADDITIONAL PROGRAM REQUIREMENTS FOR CERTIFICATION

Specific coursework required for teacher certification is described in each program plan. This coursework must be completed by the end of the semester prior to student teaching.

In certain certification areas, Manhattanville may have more rigorous course requirements for the content core requirements than New York State. For details on Social Studies, Mathematics, Sciences, and English requirements at Manhattanville, see the relevant program plans in this catalog. In certain cases, these courses may be completed as part of the graduate program. Courses other than those specified may also be required by the Chairperson of the Art Department and/or the Director of Music, on the basis of the required portfolio review or audition.

Manhattanville College requires a course in Child or Adolescent Developmental Psychology as appropriate, for graduation and for certification. This requirement must be satisfied prior to or during the first 18 credits of the student's program. Students will not be allowed to student teach if they have not met this requirement. SSE 2025 or EDU 5344 will satisfy the requirement, but cannot be used as an elective in ANY degree or program leading to certification.

TRANSFER CREDITS

Matriculated masters and advanced certification program students may transfer up to six graduate credits toward their degree from a regionally accredited college, provided that the coursework was taken within the last five years, is determined by the faculty to be appropriate for their program, and a grade of B+ or better was received. Additional credits from selected institutions will be considered in very limited instances at the discretion of the college.

Candidates must file a written request to have course credits approved for transfer. If possible, approval for coursework to be transferred should be received from Graduate Advising before the course is taken. It is the student's responsibility to verify that the coursework will earn official graduate-level credits from a regionally accredited institution and a letter grade. It is the student's responsibility to ensure that the School of Education receives an official copy of the transcript for a transfer course promptly upon completion of the course. If transcripts are received later than 10 business days before the student's graduation, that student's graduation will be postponed until the following semester.

Credit for student teaching cannot be transferred from another institution.

Transfer credits must be approved by the Office of Graduate Advising of the School of Education.

POLICIES, PROCEDURES AND EXAMINATIONS

The College provides, insofar as is consistent with New York State certification requirements, flexible and individualized programs, academic guidance and planning, and carefully selected placements for student teaching. Advisement is critical for a successful experience; therefore, the School of Education requires all students to meet with an advisor on a regular basis. Students are also responsible for meeting all relevant deadlines.

Advising and Registration

All graduate registrations must be approved by a full-time faculty member or a member of the Graduate Advising Office, by signature or electronically. Registration for student teaching courses must also be approved by a member of the Office of Field Placement. Upon matriculation, each student will be assigned an appropriate faculty advisor and informed of that assignment in November and March. Students are advised to register in a timely fashion for those courses they know they must take in a given semester. Graduate Education courses are closed with 25 students; however, some Liberal Arts and some Education courses, including some methods courses, practica, research, and technology courses, are capped with fewer students.

Students who are not registered may not attend classes.

Adding, Dropping, and Withdrawing from Courses

Graduate students may add and drop courses during a specified period at the beginning of each semester/session online or by completing a form. No courses may be added after this period. Students may withdraw from courses up to a specified date near the end of each semester/session. Withdrawing from a course requires permission of the instructor and approval by the Associate Dean for Graduate Advising. Withdrawing from a course will be recorded as a “W” on the student’s official transcript. Students must officially drop or withdraw from courses; if they do not do so, courses will remain on transcripts with a grade of “F.”

All students who drop or withdraw from courses are strongly urged to consult with the Office of Financial Aid.

Refunds of tuition in cases of dropping or withdrawing from courses are pro-rated downward beginning on the first day of the semester. Please see the refund policy below.

Communications

All graduate students are given a Manhattanville e-mail address. All official communications with graduate students will occur through e-mail to that e-mail address. All forms are available online or through Graduate Advising. Registration can be carried out online through WebAdvisor on the college website, once a graduate student has contacted his/her advisor. Grades will be available through WebAdvisor as well.

Field Experiences

All programs leading to New York State certification must provide 100 hours of field experience for candidates for degrees or advanced Certification programs. At Manhattanville, the field experience hours are incorporated into course assignments for required courses. Students should be aware that many required courses require a time commitment beyond the time in the college classroom. A course which requires field experiences cannot be passed unless the field experience hours are successfully completed.

Student/Supervised Teaching

Student/supervised teaching is the culmination of all degree and post-masters certification programs. Student teaching consists of minimally one complete semester of 14 weeks, following a full-time school schedule, and includes a weekly seminar. The weekly seminar is an integral part of student teaching and all course assignments for the seminar must be completed as assigned. Professional behavior and deportment are critical to successful teaching and will be assessed during the student teaching experience.

Placement of teacher candidates in classrooms for student teaching is a complex process, necessitating finding appropriate schools and grade levels to fulfill certification and degree requirements. Considerable time is also required to ensure that each candidate will be placed in the most suitable seminar group.

Therefore, candidates for student/supervised teaching in Fall semester must meet with the Office of Field Placement by March 15 of the preceding Spring semester. Candidates for student/supervised teaching in Spring semester must meet with the Office of Field Placement by October 15 of the preceding Fall. Students who do not meet these deadlines must postpone student teaching.

Candidates for student/supervised teaching must also schedule a review by Graduate Advising before meeting with the Office of Field Placement. With approval of the Office of Field Placement, students who are employed as teachers in an accredited school and teaching in the area of their degree or post-masters program may be able to use their own classrooms as their student teaching sites.

Students must be fully matriculated prior to beginning their student/supervised teaching.

All methods courses, a Child or Adolescent Development course, and most NYS liberal arts requirements for certification, and almost all other graduate coursework must be completed before student/supervised teaching, except in exceptional circumstances. The required New York State Teacher Certification exams must be successfully completed prior to student teaching. Candidates to student teach in Physical Education must have completed all but two of all certification and degree courses.

The creation of a Professional Portfolio is an integral part of the student/supervised teaching seminar. From the beginning of their programs, students are, therefore, advised to collect copies of their work: lesson and unit plans; assessments; photographs; and other evidence that they will build upon as they prepare the Professional Portfolio during the student/supervised teaching semester. For students graduating or completing a program or completing certification requirements after May 2013, the electronic portfolio required for certification will also be completed during the student teaching semester.

Student teaching can be completed only in the Fall or Spring semesters; rare exceptions for in-service teachers completing a Masters degree in a subject or grade level other than the one they are currently teaching are sometimes possible. No summer placement can be guaranteed. Students must provide their own transportation to and from student teaching sites, the weekly seminar and field experience sites. Student teaching must be completed within a twenty-five mile radius from the college within Westchester, Rockland, Putnam, Fairfield, or Bronx Counties.

Successful completion of student teaching does not automatically entail that the candidate is eligible for certification.

For additional information, please refer to the [Student/Supervised Teaching Handbook](#) in the Field Placement Office.

Independent Study

Courses in independent study format may be available in programs with smaller enrollments where courses may not offered with regularity or in other programs where there are unavoidable course conflicts. Independent study courses are offered strictly with the approval of the faculty mentor and the Office of Graduate Advising.

Grade Requirements

Students in all programs must maintain a minimum average of B (cumulative GPA of 3.00). Professional behavior and dispositions are an important part of teaching

success and will be part of assessment of students in courses. Students receiving a grade of C or below in any course or whose cumulative Grade Point Average is below 3.00 at the end of any semester will be subject to review by the Graduate Academic Standards Committee. At the discretion of the committee, this review could result in a requirement that the student repeat the course at the college or elsewhere or complete an equivalent course or be denied permission to register for further study in the School of Education. Grades below C will not count towards a degree or Post-masters Certification Program. If a student receives a C or below in any student teaching course or practicum, the course may be repeated only once, should approval be granted.

Incompletes

An incomplete or “Grade Deferred” is granted by the Associate Dean for Graduate Advising, following approval by the course instructor, for extraordinary reasons only and for a limited and specified period of time, where there is a realistic probability of successful completion of the course and achievement of course learning objectives. This is typically not to exceed one semester. If the work is not completed by the time specified on the Incomplete form, the student’s grade automatically reverts to an “F.” An incomplete Grade Contract must be signed by the instructor, student, and Associate Dean.

Professional Development Credit

Courses taken for purposes of professional development may be taken on a Pass/Fail basis. A grade of “Pass” will be awarded for work equivalent to a B- or above. Students taking graduate courses for professional development credit must complete all assigned work for the course. Courses taken for professional development credit will not be reported on an official college transcript. Participants should verify with their schools or school districts whether such credit is acceptable towards professional development requirements.

Comprehensive Exam, Degree Portfolio or Final Project

All Masters degrees conferred in New York State must include a culminating experience. Depending on their programs, students who are degree candidates are required to complete one or more culminating experiences as specified for the relevant program.

Different programs require comprehensive examinations at differing points in the Masters degree. Comprehensive examinations are offered twice a year, during the Fall and Spring semesters only. Students must register for the examination by the beginning of the semester in which they will take it. Students who fail the comprehensive examination may retake it only once and may be required to successfully complete the graduate education writing tutorial in the interim. Those

who fail a second time will be required to substitute additional coursework which must include a substantial writing component and will be prohibited from registering for any other graduate education courses until this requirement has been satisfied. Students who fail the Special Education comprehensive examinations for the second time will be prohibited from continuing in the School of Education.

Final Projects in lieu of comprehensive exams will be due one month before the end of the semester of graduation. Students must register for final projects as they would for comprehensive exams. Students who fail the exams are not permitted to substitute a final project.

Culminating Experience Reports required for Childhood programs will be *due during the semester prior to student teaching*.

Candidates in Teaching Languages Other Than English must also complete the ACTFL Oral Proficiency Interview and Written Proficiency Test of the American Council for Teaching Foreign Languages, with scores of “Advanced-Low” or above. Registration materials are available in Graduate Advising.

Specific requirements, including specific pre-requisite courses, are stated in the program plan. For further information on requirements, content, due dates, and timing, students are strongly advised to contact the chair of their department and to consult the “program” pages on the School of Education website.

Students who do not successfully meet these requirements will not graduate and will not be recommended for certification.

Note that the Student Teaching Portfolio completed during the student/supervised teaching semester or the CER required for degree in Childhood programs is **not** the certification portfolio required by NYS ED.

Intent to Graduate

It is the responsibility of students in all degree or advanced certification programs to notify the School of Education of their intent to graduate, by the beginning of the semester of graduation. “Intent to Graduate” forms are available in the Graduate Advising Office and due dates are posted in many locations.

ACADEMIC CONDUCT AND PROFESSIONAL DISPOSITIONS

The School of Education strongly supports the college’s mission to “educate students to become ethically and socially responsible leaders for the global community.” Professional behavior, demeanor, and appearance are critical aspects of responsibility and leadership with children and colleagues. Professional conduct is expected of candidates at all times.

Academic Honesty

We promote and rely on mutual respect, civility, concern for others and academic integrity. Academic dishonesty undermines all of these. All forms of academic dishonesty, unfair advantage, and plagiarism will have consequences in all instances. For any act of academic dishonesty, the School of Education may impose one or more of the following sanctions: Rewriting the assignment and/or failing the assignment, failing the course, taking an LIS workshop, not being recommended for certification, and/or being expelled from the graduate program. In all cases where academic dishonesty is suspected, both faculty members and students have the obligation to bring the matter to the attention of the relevant Department Chair. All students will be held accountable to this policy whether or not the course syllabus explicitly specifies a policy on academic integrity.

Dispositions

The School of Education values collaboration, emotional maturity, flexibility, honesty and integrity, professionalism, respect, responsibility, and reverence for learning.

These values are indicated by respectful action towards college faculty and classmates in classrooms and on-campus. We believe that a candidate's ability to behave professionally and respectfully is diagnostic of his/her ability to behave professionally and effectively as an educator. We, therefore, expect candidates to model as graduate students the same behaviors they will follow in their own practice as educators. We expect and will observe and assess professionalism and respect in classrooms, at campus events, and in other professional settings.

Instances of unprofessional behavior which is not immediately rectified will be reported to and recorded by the appropriate Department Chair and/or Associate Dean. Candidates who exhibit a serious, documented lack of professional dispositions will be subject to a range of sanctions including, but not limited to a course grade being lowered, failure of the course, denial of college recommendation for certification, and/or expulsion from the School of Education.

For further information, definitions, and detailed adjudication and appeals processes, please consult the School of Education Graduate Student Code of Community Conduct. The Code of Conduct is available on the college website and in the Office of Graduate Advising.

It is each student's responsibility to become familiar with these materials.

Please refer to the Manhattanville College Code of Community Conduct for the college's policies on harassment, bias acts, and sexual misconduct, and confidentiality and academic freedom.

Absences

More than two absences can affect the course grade; individual courses may have more restrictive policies.

GRIEVANCE PROCEDURE FOR GRADUATE STUDENTS

At Manhattanville, grievance procedures exist for students who feel they have received truly biased or unfair treatment by a faculty member.

1. If the student and faculty member cannot resolve the problem through direct discussion in a mutually satisfactory manner, the student should bring the matter in writing to the attention of the appropriate department chair (or the Associate Dean for Graduate Advising if the faculty member and chair are one and the same.) This must happen within one semester of the claimed instance.
2. If the matter cannot be resolved at this level, the student has the right to bring the issue in writing to the Associate Dean for Graduate Advising. This must be done within five business days of the latest communication with faculty or chair. The Associate Dean will present the material to the Graduate Academic Standards Committee, which will consult all parties, collect information, and seek a solution. The Associate Dean will communicate the results in writing to the student.
3. If the issue remains open, the student may appeal in writing to the Dean of the School of Education within five business days of receipt of communication from the Associate Dean. The Dean will form a grievance committee for a hearing, including the Provost, an Associate Dean, and one faculty member, either from the college or the School of Education. The Dean will serve ex-officio. The decision of the grievance committee will be conveyed by letter to the concerned parties.
4. The decision of the grievance committee may be appealed to the President only on the basis of procedural unfairness or new evidence that might result in a different decision. Such an appeal must be made in writing within 5 business days after receipt of the letter from the grievance committee.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the College strives to ensure that “no otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program administered by the college.”

Students with a documented disability should register with the Director of Disability Services and must provide documentation. Documentation must date no more than three years prior to matriculation. Students should consult the Director of Disability Services at 914 323-7127 on acceptable documentation. All documentation is confidential.

At the beginning of each semester, a student who is registered with the Office of Disability Services should request in writing from the Director the accommodations that he/she needs to be successful in coursework. The Director provides each of the students' professors a letter outlining the appropriate accommodations. It is the students' responsibility to make arrangements with the professor each time the accommodation is to be provided (e.g. before each test).

For further information, contact the Director of Disability Services, Founder's Hall, Room G-32B.

STATE TEACHER CERTIFICATION

TEACHER CERTIFICATION IS CONFERRED BY NEW YORK STATE UPON APPLICATION BY THE STUDENT TO THE STATE EDUCATION DEPARTMENT FOLLOWING RECOMMENDATION BY THE SCHOOL OF EDUCATION ON BEHALF OF DEGREE OR PROGRAM COMPLETERS.

New York State Liberal Arts Requirements

Initial certification in most subject areas requires the following Liberal Arts Prerequisites. These can be completed at any regionally accredited institution of higher education, must be reported on an official transcript, and must have earned a letter grade of C or better. Documentation of course content via a syllabus, course catalog or other means may be requested. Documentation of satisfaction of a content requirement granted by an accredited institution of higher education reported on an official transcript, by means other than coursework, may satisfy these prerequisites. A minimum of thirty credits in Liberal Arts is required.

New York State considers Liberal Arts courses to be those that are of a general and/or theoretical nature, designed to develop judgment and understanding about one's relationship to the social, cultural and natural facets of the total environment. Working corollaries for counting liberal arts courses are:

1. Independent of specific application
2. Theoretical understandings as opposed to practical application
3. Breadth and scope in principle covered
4. Not definitely directed toward particular career or specific professional objectives
5. Not chiefly "how to" in manipulative skills or techniques
6. Not "applied" aspects of a field

Courses offered in the areas of English, some Dance and Theater courses, Languages, Musicology and Music Theory, History, Art History and Theory, Philosophy, Religious Studies, Area Studies, Mathematics, Natural Sciences and Social Sciences, among others, are generally considered Liberal Arts.

Physical Education, Management and Finance, Business, Accounting, Education, Library Science, most Engineering classes, most Criminal Justice and Law courses, many Communications courses, Journalism courses, Studio Art, Theatre Production, Music performance, applied sciences, many computer science courses, Fashion and Design, Counseling, Resource Conservation or management, or Hospitality, among others, are **not** considered Liberal Arts.

No courses graded Pass/Fail can be accepted toward coursework requirements, unless the credit-granting policies of the relevant college can be documented.

Determination as to whether a specific course is acceptable in meeting this requirement will be made by the Associate Dean for Graduate Advising, in consultation with the faculty where needed. A course designated as meeting a specific distribution requirement by a college does NOT automatically qualify.

Coursework is required in:

Mathematics – Most courses taught by a Mathematics department are acceptable.

Science – Most courses taught by Natural Science departments or under the heading of Natural or Physical Science are acceptable. APPLIED courses (*i.e.*, engineering, resource management or design, or animal husbandry) are NOT generally acceptable.

Literature – Most courses taught by an English department are acceptable, EXCLUDING composition, some creative writing, and journalism. Courses in world literatures, foreign languages and comparative literature are generally acceptable.

Foreign Languages – Any language other than English, including American Sign Language, is acceptable. Six credits or the equivalent are required; study at the intermediate level is accepted as an equivalent.

History – All courses taught by a History department are acceptable. Historically-based courses in other social science areas may be acceptable when documented and will be evaluated on an individual basis. Courses in the history of a discipline or history of ideas are not acceptable.

Study is also required of: Written Analysis and Expression; Visual and Performing Arts; Oral Communication (Communication is defined as practice in close and critical reading and conveying of information orally.)

New York State Content Core Requirements

Every Manhattanville candidate for an initial teaching certificate must complete at least 30 credits in Liberal Arts including at least 18 credits in ONE Liberal Arts discipline. A major or course designated as Liberal Arts by another college does NOT automatically qualify.

For ALL Secondary subjects, Art, and Music, the candidate must present at least 30 credits in the area of certification. **Specific content requirements for each secondary area are specified in the relevant program plan.**

New York State Examination and Portfolio Requirements

Candidates for NY certification must achieve qualifying scores on the appropriate tests in the New York State Teacher Certification Examination (NYSTCE) Program and must submit a portfolio electronically to NYS ED.

For further information on specific tests for all certification titles, students can consult <http://www.highered.nysed.gov/tcert> and the Graduate Advising Office.

Child Abuse Identification and Reporting and School Violence Prevention

The New York State Education Department requires all candidates for certification to complete a two-hour seminar on identifying and reporting suspected child abuse and maltreatment and a two-hour seminar on school violence prevention and intervention. The seminars are offered in the Fall and Spring semesters, only for students who are completing student teaching or the literacy practicum in that semester, for a fee. If the seminars are completed elsewhere, proof of completion must be provided to the college.

Fingerprinting

Fingerprinting is required prior to doing Field Experience and Student/Supervised Teaching. Fingerprint information and required forms are available at www.nysed.gov. Applications for clearance must be filed and a fee paid electronically with NY State.

APPLICATION FOR CERTIFICATION

For degree and/or program completers who have met all requirements for an initial certificate, the School of Education will submit a recommendation to NYS ED on the student's behalf. Degree and/or program completers seeking professional certification in

the area of the degree or program are also eligible for college recommendation; such students must notify the Certification Officer in the School of Education.

NYS ED accepts only on-line certification applications. After the recommendation has been submitted by the college, the student must apply for certification online at www.nysed.gov and pay the required fee.

GRADUATION OR PROGRAM COMPLETION DOES NOT AUTOMATICALLY ENTAIL THAT THE COLLEGE WILL RECOMMEND A STUDENT FOR CERTIFICATION. THE COLLEGE RESERVES THE RIGHT TO WITHHOLD RECOMMENDATION AT ITS DISCRETION.

PROGRAM COSTS 2011-2012

GRADUATE COURSE TUITION (per credit)	\$895.00
Student Teaching Supervision Fee	745.00
Registration Fee (Per semester/session)	60.00
Culminating Experience Fee	50.00
Late Registration Fee (during Add/Drop)	245.00
Late Registration Fee (after Add/Drop)	415.00
Writing Tutorial Fee (if required)	350.00
Late Payment Fee (per month)	50.00
Auditing fee	510.00
OTHER: parking permit (per semester/session)	15.00

Studio Art, Music, Science Lab, Practica and other courses may carry additional fees.

Refund Policy

Refunds of tuition charges are computed as of the date the student officially dropped the course. Refunds are pro-rated downward in steps beginning on the first day of classes for the semester. For the first two weeks of classes, a refund of 80% will be issued. For the third week, 60%. For the fourth week, 40%. For the fifth week, 20%. After the fifth week of classes, no refund will be issued.

SCHOOL DISTRICT PARTNERSHIPS AND TUITION DISCOUNTS

Full-time teachers, administrators, and paraprofessionals teaching in districts, schools, or networks with which the School of Education has a partnership may be eligible for a tuition discount, for any semester in which they are employed full-time by the institution. Partnerships are subject to change.

Faculty in districts where Manhattanville maintains a professional development school are eligible for a 33% discount. Faculty in districts which belong to the Changing Suburbs Institute are eligible for a 20% discount. Faculty in districts belonging to the Teacher Center of Central Westchester are eligible for a 30% discount for up to 9 credits total. For a complete, current list of specific districts, consult the college website or the Office of Graduate Advising.

Faculty who teach in accredited religiously-affiliated institutions, at Churchill School, or at Keio Academy are also eligible for a tuition discount

Those claiming eligibility for a discount must complete a “tuition verification form,” available from Graduate Advising and must annually submit proof of employment. Due to federal reporting requirements, ALL requests for discounts for a semester must be made by the official ADD/DROP deadline for that semester and preferably before registration. Requests are made to the Associate Dean for Graduate Advising.

ALUMNI AND GRADUATE SCHOLARSHIPS

Manhattanville alumni whose undergraduate degree date is May, 1999 or thereafter, whose final cumulative GPA is 3.00 or above, and who are matriculated in a Manhattanville Masters program in education within two years of the undergraduate degree date, are eligible for scholarship aid of \$1,000 per semester. Students must be registered full-time (9 or more graduate credits).

Manhattanville alumni whose undergraduate degree date is May 2005 or thereafter and who pursue full-time graduate study immediately after graduation are eligible for the Fast Start program which provides a 20% discount for all coursework. Fast Start students who have a 3.6 GPA are eligible for an additional \$1,000 during the first semester. Students who are completing the dual BA/MAT or BA/MPS program are not eligible for the discount

Graduate scholarships will be awarded to any incoming graduate student possessing an overall grade point average of 3.2 or higher who registers for six credits or more for the first graduate semester. Students applying to the School of Education Graduate program may be entitled to one of the following academic scholarships for one semester only:

<u>GPA</u>	<u>SCHOLARSHIP</u>	<u>IF TAKING AT LEAST</u>	<u>AMOUNT</u>
3.70 – 4.00	Board of Trustees	9 credits	\$2,000
	“	6 credits	\$1,000
3.50 – 3.69	Presidents	9 credits	\$1,500
	“	6 credits	\$1,200
3.20 – 3.49	Merit Award	6 credits	\$1,000

Dual-degree (BA/MAT, BA/MPS) students are not eligible for these scholarships

KAPPA DELTA PI - OMEGA XI CHAPTER

Kappa Delta Pi is the international honor society in education. Students become eligible for selection if they meet criteria established by the society after completion of 6 education credits with an overall grade point average of 3.25 and 3.4 in their education course work. Besides high academic achievement, an invitation to membership is based on a commitment to education as a career and a professional attitude which assures the member's steady growth in the field of education. Initiation ceremonies are held twice a year. For further information, contact Professor Heckendorn, Chapter Advisor.

EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION POLICY

Manhattanville College does not discriminate on the basis of sex, sexual orientation, race creed, national origin, age, marital status or handicap. This policy applies to access to all activities and programs under the College sponsorship as well as to application and selection for admission, employment and all other personal procedures within the College. Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., Manhattanville College does not discriminate on the basis of sex in the conduct of its education programs or activities (including employment therein and admission thereto).

Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to:

Provost
2900 Purchase Street
Purchase, NY 10577
(914) 323-5208

OR The Director, Office of Civil Rights (Region II)
26 Federal Plaza
New York, N.Y. 10007

DIRECTIONS TO CAMPUS

Manhattanville College is 25 miles north of New York City, 5 minutes from White Plains and 15 minutes from Greenwich, CT.

Driving

From the South: Hutchinson River Parkway to Exit 27 (Route 120/Purchase St.), turn left onto Purchase St. to College entrance on left.

From the North: Merritt Parkway to Hutchinson Parkway in New York to Exit 27 Route 120/Purchase St. (not Exit 27 Route 120A in Connecticut) turn right onto Purchase St. to College entrance on left. Or Route 684 to Exit 1, Manhattanville Road. Turn left and go to Route 120, Purchase St. Turn left onto Purchase St. and continue to the College entrance on the left.

From the West: Cross Westchester Expressway to Exit 8E (Westchester Avenue), turn left on Anderson Hill Road to light at Route 120/Purchase Street, turn right onto Purchase St. to college entrance on right.

By Bus

Westchester County Bus #12 from
White Plains Bus depot.

By Train

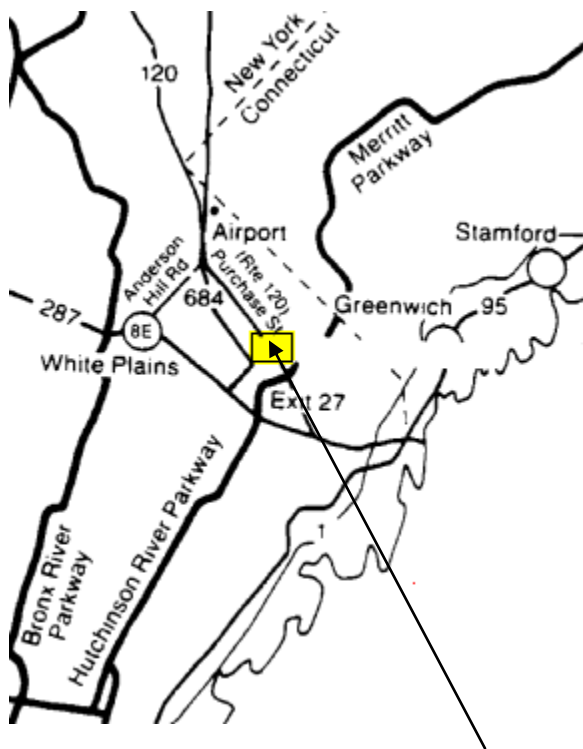
Harlem Division of Metro North to White Plains;

Westchester County Bus #12 or taxi to campus.

Or, New Haven Division of Metro North to Rye; taxi to campus.

Directions to Offices of the School of Education:

Enter through Reid Hall ("The Castle") to end, turn right, then left and follow the corridor that leads past the Chapel to Benziger Hall. The School of Education general administrative offices are on the main level and the Field Placement office is on the lower level of Benziger Hall.



Manhattanville College
2900 Purchase Street
Purchase, New York 10577
(914) 694-2200
School of Education
(914) 323-5214

MAT - Early Childhood Education (Birth - Grade 2)
(36 Credits)

Prerequisites: ___ Bachelors Degree

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5017	Foundations of Early Childhood Education	FA SU	3
	EDU 5307	Observing, Assessing and Understanding Child Development: Birth - Grade 2	FA SP	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or other child development course And the following courses for a first certification: ___ Study of the Visual or Performing Arts ___ Study of Communication ___ A course in History ___ A course in Literature		___ A course in Science ___ A course in Mathematics ___ Study of Written Analysis and Expression ___ One year or the equivalent of coursework in a Language other than English ___ 18 credit concentration in a single liberal arts area	
	EDU 5298	Inclusive Practices in Early Childhood Education	SP	3
	EDU 5217	Working with Parents in Inclusive Schools	FA SU	3
	EDU 5413	Early Literacy	FA SP SU	3
	EDU 5323	The Integrated Curriculum in ECE I: Math, Science and Technology	FA	3
	EDU 5460	The Integrated Curriculum in ECE II: Social Studies, Expressive Arts, Health and Safety	SP	3
	EDU 5367	Methods for Teaching Literacy and Language Arts: I	FA SP SU	3
	EDU 5452	Strategies for Teaching Young Children and Guiding their Behavior	FA	3
	EDU 5477	Research Seminar in Early Childhood Education	SP	3
	EDU 5590	Masters Comprehensive Exam (Semester before student teaching)	FA SP	0
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
	___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test for Early Childhood	
Capstone Level	EDU 5425	Student Teaching and Seminar: Early Childhood <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar	___ Violence Prevention Seminar	___ NYS Certification e-Portfolio	

MAT - Childhood Education (Grades 1-6)

(39 Credits)

Prerequisites: ___ Bachelors Degree

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5000 OR EDU 5211	Foundations of Education Introduction to the Multicultural Classroom	FA SP SU FA SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	EDU 5367	Methods for Teaching Literacy and Language Arts I	FA SP SU	3
	EDU 5380	Curriculum, Management and Assessment in Childhood Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or other child development course		___ A course in Science	
	And the following courses for a first certification:		___ A course in Mathematics	
	___ Study of the Visual or Performing Arts		___ Study of Written Analysis and Expression	
	___ Study of Communication		___ One year or the equivalent of coursework in a Language other than English	
	___ A course in History		___ 18 credit concentration in a single liberal arts area	
	___ A course in Literature			
	EDU 5130	Classroom Management: Special Education	FA SP SU	3
	EDU 5107	Childhood Mathematics Methods <i>Prerequisite: one semester of college mathematics</i>	FA SP SU	3
	EDU 5108/09	Childhood Science Methods/Drug Ed.	FA SP SU	3
	EDU 5112/13	Childhood Social Studies/The Arts Methods	FA SP SU	3
	EDU 5295	Teaching Health, Physical Education and Family/Consumer Education	FA WI SP SU	1
	EDU 5226	The Teacher as Researcher	FA SP	2
EDU 5553	Childhood Instructional Strategies for Inclusive Settings	FA SP SU	3	
EDU 5274	Methods for Teaching Literacy and Language Arts II <i>Prerequisite: EDU 5367</i>	FA SP SU	3	
EDU 5591	Culminating Experience Report for Childhood	FA SP	0	
<i>To be completed by the start of semester prior to student teaching semester:</i>				
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test for Childhood		
Capstone Level	EDU 5394	Student Teaching and Seminar: Childhood <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar		___ Violence Prevention Seminar	
___ NYS Certification e-Portfolio				

E101 This program plan is effective for candidates accepted on or after 09/12/2011.

MAT - Early Childhood (Birth-Grade 2) and Childhood Education (Grades 1-6)

(49 Credits) Prerequisites: ___ Bachelors Degree

Program and Certification Requirements:

	Course	Description	Semester	Cr	
Entry Level	EDU 5000	Foundations of Education	FA SP SU	3	
	EDU 5307	Observing, Assessing and Understanding Child Development: Birth-Grade 2	FA SP	3	
	EDU 5380	Curriculum, Management and Assessment in Childhood Education	FA SP SU	3	
	___ Take N.Y. State WRITING SKILLS test		___ Fingerprinting	___ Take Manhattanville Writing Assessment	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>				
	___ Complete EDU 5344 or other child development course		___ A course in Science		
	And the following courses for a first certification:		___ A course in Mathematics		
	___ Study of the Visual or Performing Arts		___ Study of Written Analysis and Expression		
	___ Study of Communication		___ One year or the equivalent of coursework in a Language other than English		
	___ A course in History		___ 18 credit concentration in a single liberal arts area		
	___ A course in Literature				
	EDU 5393	Foundations of Special Education	FA SP SU	3	
	EDU 5367	Methods for Teaching Literacy and Language Arts I	FA SP SU	3	
	EDU 5217	Working with Parents in Inclusive Schools	FA SU	3	
	EDU 5107	Childhood Mathematics Methods <i>Prerequisite: one semester of college mathematics</i>	FA SP SU	3	
	EDU 5108/09	Childhood Science Methods/Drug Education	FA SP SU	3	
	EDU 5112/13	Childhood Social Studies/The Arts Methods	FA SP SU	3	
	EDU 5323	The Integrated Curriculum in ECE I: Math, Science and Technology	FA	3	
	EDU 5460	The Integrated Curriculum in ECE II: Social Studies, Expressive Arts, Health and Safety	SP	3	
	EDU 5295	Teaching Health, Physical Education and Family/Consumer Education	FA WI SP SU	1	
	EDU 5274	Methods for Teaching Literacy and Language Arts II <i>Prerequisite: EDU 5367</i>	FA SP SU	3	
EDU 5590	Masters Comprehensive Exam for Early Childhood <i>(Semester before student teaching)</i>	FA SP	0		
EDU 5477	Research Seminar in Early Childhood Education	FA SP	3		
EDU 5591	Culminating Experience Report for Childhood <i>(Semester before student teaching)</i>	FA SP	0		
<i>To be completed by the start of semester prior to student teaching semester:</i>					
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY tests for Childhood and Early Childhood			
Capstone level	EDU 5452	Strategies for Teaching Young Children and Guiding their Behavior	FA SP	3	
	EDU 5398	Student Teaching and Seminar: Early Childhood and Childhood <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6	
	<i>To be completed by the end of student teaching semester:</i>				
	___ Child Abuse Seminar		___ Violence Prevention Seminar		___ NYS Certification e-Portfolio

E103 This program plan is effective for candidates accepted on or after 09/12/2011.

MAT - Middle Childhood/Adolescence Education (Grades 5-12) English
(39 Credits)

Prerequisites: ___ Bachelors Degree

Program and Certification Requirements:

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation:

___ 30 credits in English, which must include at least 3 courses in British Literature, 3 courses in American Literature, one course in non-western literature and one film course.

	Course	Description	Semester	Cr
Entry Level	EDU 5000 OR EDU 5211	Foundations of Education Introduction to the Multicultural Classroom	FA SP SU FA SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
Intermediate Level	___ Complete EDU 5344 or course in adolescent development And the following courses for a first certification: ___ A course in Science ___ A course in Mathematics ___ Study of the Visual or Performing Arts		___ Study of Written Analysis and Expression ___ One year or the equivalent of coursework in a Language other than English ___ Study of Communication ___ A course in History	
	EDU 5374	Curriculum and Methods in Middle Childhood and Adolescence Education - General	FA SU	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5613	Teaching Writing/Thinking 7-12	FA SU	3
	EDU 5407	English Curriculum and Methodology in Middle Childhood and Adolescence Education <i>Prerequisite: EDU 5374</i>	SP SU	3
	EDU 5406	Language, Literacy and Culture (Gr.5-12)	FA SP SU	3
	ENE 5516	The Linguistics of English	FA	3
	ENE 5005	Literature for Adolescents	FA	3
	ENG/ENE 5___	English/English Ed Elective	FA SP SU	3
	EDU 5527	Teaching with Technology in English, Math, Science or Social Studies	FA SP	3
	EDU 5590	Masters Comprehensive Exam (<i>Semester before student teaching</i>)	FA SP	0
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
	___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in English	
Capstone level	EDU 5404	Student Teaching and Seminar: Middle Childhood and Adolescence <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
___ Child Abuse Seminar		___ Violence Prevention Seminar		___ NYS Certification e-Portfolio

E203 This program plan is effective for candidates accepted on or after 09/12/2011.

MAT - Middle Childhood/Adolescence Education Science (Biology or Chemistry Grades 5-12) or (Physics Grades 7-12)

(39 Credits) Prerequisites: ___ Bachelors Degree

Program and Certification Requirements:

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation. Undergraduate prerequisites and graduate science or Science Education courses within this program may be used to meet this requirement.

Biology: 30 credits in Biology including
 One year of intro Biology with Labs
 One year of intro Chemistry with Labs
 A total of eight semesters of lab courses
 Study of Genetics, Ecology, Molecular Biology,
 Evolutionary Biology
And also: Probability/Statistics or Calc I and II

Chemistry: 30 credits in Chemistry including:
 One year of introductory Chemistry with Labs.
 Lab courses in Organic, Inorganic Chemistry.
 Study of Analytical Chemistry, Biochemistry
 A total of eight semesters of Lab courses
 One year of introductory Physics with labs
And also: Calculus I and II

*

Physics: 30 credits in Physics including:
 Physics I and II with labs; Thermodynamics; Quantum or Atomic Physics; Mechanics;
 Electromagnetism (Electricity, Light);
 Bio I and II or Chemistry I and II; **And also:** Calculus I and II and Differential Equations

	Course	Description	Semester	Cr
Entry Level	EDU 5000 OR EDU 5211	Foundations of Education OR Introduction to the Multicultural Classroom	FA SP SU FA SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or course in adolescent development And the following courses for a first certification: ___ A course in Mathematics ___ A course in Literature ___ Study of the Visual or Performing Arts		___ Study of Communication ___ Study of Written Analysis and Expression ___ A course in History ___ One year or the equivalent of coursework in a Language other than English ___ 30 credits in Biology, Chemistry or Physics	
	EDU 5374	Curriculum and Methods in Middle Childhood and Adolescence Education - General	FA SU	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	EDU 5377	Science Curriculum and Methodology in Middle Childhood and Adolescence Education <i>Prerequisite: EDU 5374</i>	SP SU	3
	EDU 5359	Problem-based Learning	FA SU	3
	SCE 5030	The Nature of Science		3
	SCE 5___	Science and Social Issues		3
	xxx 5___	Science Elective		3
	EDU 5527	Teaching with Technology in English, Math, Science or Social Studies	FA SP	3
	EDU 5590	Masters Comprehensive Exam (<i>Semester before student teaching</i>)	FA SP	0

E201 (BIO); E202 (CHEM); E212 (PHYSICS) This program plan is effective for candidates accepted on or after 09/12/2011.

<u>To be completed by the start of semester prior to student teaching semester:</u>				
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in Biology, Chemistry, or Physics		
Capstone level	EDU 5404	Student Teaching and Seminar: Middle Childhood and Adolescence <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<u>To be completed by the end of student teaching semester:</u>			
	___ Child Abuse Seminar	___ Violence Prevention Seminar	___ NYS Certification e-Portfolio	

E201 (BIO); E202 (CHEM); E212 (PHYSICS) This program plan is effective for candidates accepted on or after 09/12/2011.

MAT - Middle Childhood/Adolescence Education (Grades 5-12) Social Studies

(39 Credits)

Prerequisites: ___ Bachelors Degree

Program and Certification Requirements: The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.

30 credits in Social Studies, including:

- | | |
|-------------------------|---|
| ___ Economics | ___ 18 credits in History & Geography including |
| ___ U.S. Government | ___ 9 credits of Non-Western History |
| ___ Intro to Psychology | ___ US History |
| ___ Sociology | |

	Course	Description	Semester	Cr
Entry Level	EDU 5000	Foundations of Education	FA SP SU	3
	OR			
	EDU 5211	Introduction to the Multicultural Classroom	FA SU	
	EDU 5393	Foundations of Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test		___ Fingerprinting	
___ Take Manhattanville Writing Assessment				
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	<i>And the following courses for a first certification:</i>		___ A Literature course	
	___ A course in Science		___ Study of Written Analysis and Expression	
	___ A course in Mathematics		___ One year or the equivalent of coursework in a Language other than English	
	___ Study of the Visual or Performing Arts		___ 30 Credits in Social Studies	
	___ Study of Communication			
	EDU 5374	Curriculum and Methods in Middle Childhood and Adolescence Education - General	FA SU	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	EDU 5411	Social Studies Curriculum and Methodology in Middle Childhood and Adolescence Education <i>Prerequisite: EDU 5374</i>	SP SU	3
	EDU 5389	Teaching Literacy Skills in Middle School through Collaborative Study of Social Identity	SP SU	3
	EDU 5339	Teaching Geography in the Social Studies Classroom	FA SU	1.5
	EDU 5375	Teaching Economics in the Social Studies Classroom <i>Prerequisite: College Level Economics Course</i>	FA SU	1.5
	SSE 5__	Cultural Geography		3
	SSE 5__	Science and Social Issues		3
EDU 5527	Teaching with Technology in English, Math, Science or Social Studies	FA SP	3	
EDU 5590	Masters Comprehensive Exam (<i>Semester before student teaching</i>)	FA SP	0	
<i>To be completed by the start of semester prior to student teaching semester:</i>				
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in Social Studies		
Capstone Level	EDU 5404	Student Teaching and Seminar: Middle Childhood and Adolescence <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar		___ Violence Prevention Seminar	
		___ NYS Certification e-Portfolio		

MAT -Adolescence Education (Grades 7-12) Foreign Language (French, Spanish, Italian and Latin)

(39 Credits) Prerequisites: ___Bachelors Degree

Program and Certification Requirements:

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.

___ 30 credits in each language for which certification is sought: to include communication skills, culture, linguistics and literature

	Course	Description	Semester	Cr
Entry Level	EDU 5000	Foundations of Education	FA SP SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment ___ Fingerprinting		___ Take ACTFL Oral Proficiency Interview (score Advanced.-Low) ___ Take ACTFL Writing Proficiency Test (score Advanced.-Low)	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or course in adolescent development And the following courses for a first certification: ___ A course in Science ___ A course in Mathematics ___ Study of the Visual or Performing Arts		___ Study of Communication ___ A course in Literature ___ A course in History or History-based Economics, Political Science or Sociology ___ Study of Written Analysis and Expression	
	EDU 5201	Principles of Language Learning and Teaching	SP	3
	EDU 5374	Curriculum and Methods in Middle Childhood and Adolescence Education - General	FA SU	3
	EDU 5202	Introduction to Linguistics	SU	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5204	Methods and Materials for Second Language Instruction	FA SP	3
	EDU 5205	Integrating Culture, Literature and Literacy in Second Language Instruction	FA	3
	___ 5___	Graduate Foreign Language	FA SP SU	9
	___ 5___	Graduate Foreign Language	FA SP SU	
	___ 5___	Graduate Foreign Language	FA SP SU	
	EDU 5590 OR EDU 5592	Masters Comprehensive Exam (Semester before student teaching) OR Final Project	FA SP	0
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in Foreign Language		
Capstone level	EDU 5404	Student Teaching and Seminar: Middle Childhood and Adolescence Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar	___ Violence Prevention Seminar	___ NYS Certification e-Portfolio	
Ext.	EDU 5245 (for extension only)	Methods of Teaching Foreign Language in Elementary School (For those who wish to apply independently for Extension to Grades K-6)	FA	3

E209 (SPN); E206 (FRN); E207 (ITL); E208 (LAT) This program plan is effective for candidates accepted on or after 09/12/2011.

MAT - Visual Arts Education (All Grades)
(39 Credits)

Prerequisites: ___ Bachelors Degree
 ___ Art Department Portfolio Review

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5000 OR EDU 5211	Foundations of Education Introduction to the Multicultural Classroom	FA SP SU FA SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Fingerprinting		___ Take Manhattanville Writing Assessment	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or other child development course		___ A course in Science	
	___ A course in Mathematics		___ Study of Written Analysis and Expression	
	And the following courses for a first certification:		___ One year or the equivalent of coursework in a Language other than English	
	___ Study of the Visual or Performing Arts		___ 30 credits in Art including 6 in Art History	
	___ Study of Communication			
	___ A survey course in American History			
	___ A course in Literature			
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	EDU 5391	Aesthetic Literacy	FA	3
	EDU 5379	Art Education Workshop - Early Childhood Through Adolescence	FA SP	3
	EDU 5316	Beyond Teaching: Organization and Management Strategies for the Beginning Art Teacher <i>Prerequisites: EDU 5391 and EDU 5379</i>	SP	3
	ART 5__	Art Elective	FA SP SU	12
	ART 5__	Art Elective	FA SP SU	
ART 5__	Art Elective	FA SP SU		
ART 5__	Art Elective	FA SP SU		
EDU 5__	Education Elective	FA SP SU	3	
EDU 5590 OR EDU 5592	Masters Comprehensive Exam (<i>Semester before student teaching</i>) OR Final Project	FA SP	0	
<i>To be completed by the start of semester prior to student teaching semester:</i>				
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in Art		
Capstone Level	EDU 5412	Student Teaching and Seminar: Art Education <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
___ Child Abuse Seminar		___ Violence Prevention Seminar		___ NYS Certification e-Portfolio

E301 This program plan is effective for candidates accepted after on or after 09/12/2011.

MAT - Music Education (All Grades)

(40 Credits)

Prerequisites:

Bachelors Degree

Music Department Audition and Written Examination

36 credits in Music, including: four courses in Music History or Literature; four courses in Music Theory, one course in or competence in woodwind instrument performance, one in brass instrument performance, one in stringed instrument performance, one course in conducting.

***Note: It is of critical importance that students meet with a music department advisor early in their programs to plan their music coursework.**

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5000 OR EDU 5211	Foundations of Education OR Introduction to the Multicultural Classroom	FA SP SU FA SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	<input type="checkbox"/> Take N.Y. State WRITING SKILLS test <input type="checkbox"/> Take Manhattanville Writing Assessment		<input type="checkbox"/> Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	<input type="checkbox"/> Complete EDU 5344 or other child development course And the following courses for a first certification: <input type="checkbox"/> A course in Mathematics <input type="checkbox"/> Study of Communication <input type="checkbox"/> A course in History		<input type="checkbox"/> A course in Literature <input type="checkbox"/> A course in Science <input type="checkbox"/> Study of Written Analysis and Expression <input type="checkbox"/> One year or the equivalent of coursework in a Language other than English <input type="checkbox"/> Complete remaining Music prerequisite credits	
	Take 2 of 3:			
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	EDU 5367	Methods for Teaching Literacy & Language Arts I	FA SP SU	3
	EDU 5391	Aesthetic Literacy	FA	3
	MUE 5051	Resources, Materials & Literature for Teaching Instrumental & Vocal Music	FA	3
	MUE 5055	Technology for Music Educators	FA	3
	MUE 5054	Methods for Early Childhood/ Childhood Music Prerequisite: All music prerequisites must be completed	FA	3
	MUE 5057	Methods for Middle Childhood/ Adolescence Music Prerequisite: All music prerequisites must be completed	SP	3
	MUE 5058	The Teaching of Comprehensive Musicianship through Performance	SP	3
	MUA 5__	Instruction on Major Performing Medium	FA SP SU	4
	EDU /MUE 5__	Education or Music Education Elective	FA SP SU	3
	EDU 5590 OR EDU 5592	Masters Comprehensive Exam (<i>Semester before student teaching</i>) OR Final Project	FA SP	0
<i>To be completed by the start of semester prior to student teaching semester:</i>				
<input type="checkbox"/> Take NYS EDUCATING ALL STUDENTS test		<input type="checkbox"/> Take NYS CONTENT SPECIALTY test in Music		
Capstone Level	EDU 5408	Student Teaching & Seminar: Music Education Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	<input type="checkbox"/> Child Abuse Seminar		<input type="checkbox"/> Violence Prevention Seminar	
<input type="checkbox"/> NYS Certification e-Portfolio				

E302 This program plan is effective for candidates accepted on or after 09/12/2011.

MAT - Physical Education and Sport Pedagogy (All Grades)

(39 Credits)

Prerequisite: ___ Bachelors degree

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	MPE 5530	Pre-School and Elementary School Physical Education Content and Disciplinary Concepts	FA SP SU	3
	MPE 5531	Principles of Rhythms, Dance, and Gymnastics	FA SP SU	3
	___ Take NY State WRITING SKILLS test		___ Take Manhattanville Writing Assessment	___ Fingerprinting
Intermediate Level	<i>To be completed (at the college or graduate level) during the first 18 credits of the program: ___ 30 credits in a single or multidisciplinary liberal arts area</i>			
	<i>The following prerequisite courses or their equivalent:</i> ___ Foundations of Education ___ Child or Adolescent Development ___ A Literacy Course ___ Nutrition, or MPE 5546 Sports Nutrition ___ 2 of the following: Human Anatomy, Physiology or Kinesiology (MPE 5542 - Applied Kinesiology, MPE 5545 - Applied Ex. Physio.)		<i>And the following courses for a first certification:</i> ___ Study of the Visual or Performing Arts ___ Study of Communication ___ A Course in History or History-based Economics, Political Science or Sociology ___ A Course in Science ___ A Course in Mathematics ___ A Course in Literature ___ Study of Written Analysis and Expression ___ One year or the equivalent of coursework in a Language other than English ___ A course in Information Retrieval	
	MPE 5532	Principles of Individual, Dual, and Leisure Sports	FA SP SU	3
	MPE 5533	Principles of Team Sports and Coaching	FA SP SU	3
	MPE 5534	Advanced Biophysical Concepts and Conditioning for Sports	FA SP SU	3
	MPE 5535	Sport Law and Safety Practices	FA SP SU	3
	MPE 5536	Play, Games, and Sports in Historical and Cultural Contexts	FA SP SU	3
	MPE 5537	Analyzing and Assessing Teaching Practices in Physical Education	FA SP SU	3
	MPE 5538	Instructional Planning for Preschool and Elementary Physical Education	FA SP SU	3
	MPE 5539	Instructional Planning and Curriculum Models for Secondary School Physical Education	FA SP SU	3
	MPE 5540 OR EDU 5393	Instructional Planning for Inclusion in Physical Education and Sport OR Foundations of Special Education	FA SP SU	3
	EDU 5590	Masters Comprehensive Exam (<i>Semester before student teaching</i>)	FA SP	0
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
	___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in PE	
Capstone Level	MPE 5541	Student Teaching and Seminar in Physical Education <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar ___ Adventure Education		___ Violence Prevention Seminar ___ First Aid/CPR	
___ NYS Certification e-Portfolio				

E303 This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - Special Education: Early Childhood (Birth-Grade 2)
(38 Credits)

Prerequisites: ___ Bachelors Degree
 ___ Evidence of Prior Certification in Early Childhood or Elementary Education
 ___ EDU 5393 Foundations of Special Education or equivalent
 ___ EDU 5344 or other child development course

Program and Certification Requirements:

	Course	Description	Semester	Cr	
Entry Level	EDU 5088	Introduction to Students with Learning and Behavioral Problems	FA SP SU	3	
	EDU 5130	Classroom Management in Special Education	FA SP SU	3	
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5088</i>	FA SP SU	3	
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting		
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5088, EDU 5130, EDU 5083</i>	FA SP	0	
	EDU 5085	Instructional Strategies <i>Prerequisite: EDU 5088</i>	FA SP SU	3	
	EDU 5032	Consultation and Collaboration in Inclusive Settings	FA SP	3	
	EDU 5371	Technology in Special Education	FA SP SU	2	
	EDU 5298	Inclusive Practices in Early Childhood Education	SP	3	
	EDU 5402	Language, Literacy and Culture (Birth-Gr. 6)	FA SP SU	3	
	EDU 5367	Methods for Teaching Literacy and Language Arts I	FA SP SU	3	
	EDU 5217	Working with Parents in Inclusive Schools	FA SU	3	
	<i>To be completed by the start of semester prior to student teaching semester:</i>				
	___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in Special Education		
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3	
	EDU 5426	Student Teaching and Seminar: Special Education: Early Childhood <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6	
	<i>To be completed by the end of student teaching semester:</i>				
	___ Child Abuse Seminar		___ Violence Prevention Seminar		___ NYS Certification e-Portfolio

MPS - Special Education Childhood (Grades 1-6)
(38 Credits)

Prerequisites: ___ Bachelors Degree
 ___ Evidence of Prior Certification in Elementary or Childhood Education
 ___ EDU 5393 Foundations of Special Education or equivalent
 ___ EDU 5344 or other child development course

Program and Certification Requirements:

	Course	Description	Semester	Credits	
Entry Level	EDU 5088	Introduction to Students with Learning and Behavioral Problems	FA SP SU	3	
	EDU 5130	Classroom Management in Special Education	FA SP SU	3	
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5088</i>	FA SP SU	3	
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting ___ Take Special Ed Comprehensive Exam before completion of 18 credits		
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5088, EDU 5130, EDU 5083</i>	FA SP	0	
	EDU 5085	Instructional Strategies <i>Prerequisite: EDU 5088</i>	FA SP SU	3	
	EDU 5032	Consultation and Collaboration in Inclusive Settings	FA SP	3	
	EDU 5371	Technology in Special Education	FA SP SU	2	
	EDU 5013	Mathematics for the Learning Disabled Student	FA	3	
	EDU 5402	Language, Literacy and Culture (Birth-Gr. 6)	FA SP SU	3	
	EDU 5612	Assessment and Intervention in Literacy Instruction	FA SP SU	3	
	EDU 5217	Working with Parents in Inclusive Schools	FA SU	3	
	<i>To be completed by the start of semester prior to student teaching semester:</i>				
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in Special Education			
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3	
	EDU 5427	Student Teaching and Seminar: Special Education: Childhood <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6	
	<i>To be completed by the end of student teaching semester:</i>				
	___ Child Abuse Seminar		___ Violence Prevention Seminar		___ NYS Certification e-Portfolio

E401 This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - Special Education Early Childhood and Childhood (Birth - Grade 6)
(41 Credits)

- Prerequisites: ___ Bachelors Degree
 ___ Evidence of Prior Certification in Elementary or Childhood Education
 ___ EDU 5393 Foundations of Special Education or equivalent
 ___ EDU 5344 or other child development course

Program and Certification Requirements:

	Course	Description	Semester	Cr	
Entry Level	EDU 5088	Introduction to Students with Learning and Behavioral Problems	FA SP SU	3	
	EDU 5130	Classroom Management in Special Education	FA SP SU	3	
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5088</i>	FA SP SU	3	
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting ___ Take Special Education Comprehensive Exam before completion of 18 credits		
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5088, EDU 5130, EDU 5083</i>	FA SP	0	
	EDU 5085	Instructional Strategies <i>Prerequisite: EDU 5088</i>	FA SP SU	3	
	EDU 5032	Consultation and Collaboration in Inclusive Settings	FA SP	3	
	EDU 5371	Technology in Special Education	FA SP SU	2	
	EDU 5013	Mathematics for the Learning Disabled Student	FA	3	
	EDU 5402	Language, Literacy and Culture (Birth-Gr. 6)	FA SP SU	3	
	EDU 5298	Inclusive Practices in Early Childhood Education	SP	3	
	EDU 5612	Assessment and Intervention in Literacy Instruction <i>Prerequisites: EDU 5396, EDU 5402 and EDU 5413</i>	FA SP SU	3	
	EDU 5217	Working with Parents in Inclusive Schools	FA SU	3	
	<i>To be completed by the start of semester prior to student teaching semester:</i>				
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in Special Education			
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3	
	EDU 5428	Student Teaching and Seminar: Special Education: Early Childhood and Childhood <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6	
	<i>To be completed by the end of student teaching semester:</i>				
	___ Child Abuse Seminar	___ Violence Prevention Seminar	___ NYS Certification e-Portfolio		

E403 This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - Special Education: Grades 7-12 Generalist

(35 Credits)

Prerequisites: ___ Bachelors Degree
 ___ Evidence of Prior Certification at the Middle Childhood, Adolescence or Secondary Education grade level
 ___ EDU 5393 Foundations of Special Education or equivalent
 ___ EDU 5344 or other child development course

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5077	Adolescents w/Learning and Behavioral Problems	SU	3
	EDU 5130	Classroom Management in Special Education	FA SP SU	3
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5088</i>	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test		___ Take Manhattanville Writing Assessment	___ Fingerprinting
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ 6 Credits in Science ___ 6 Credits in Mathematics		___ 6 Credits in English ___ 6 Credits in Social Studies	
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5077, EDU 5130, EDU 5083</i>	FA SP	0
	EDU 5XXX	Content Strategies SE Gr 7-12 <i>Prerequisite: EDU 5077</i>	FA SP SU	3
	EDU 5032	Consultation and Collaboration in Inclusive Settings	FA SP	3
	EDU 5371	Technology in Special Education	FA SP SU	2
	EDU 5134	Transition from School to Adult Life	FA	3
	EDU 5406	Language, Literacy and Culture (Gr. 5-12)	FA SP SU	3
	EDU 5490	Literacy Development in Grades 5-12	SP	3
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in Special Education		
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3
	EDU 5563	Student Teaching and Seminar: Special Education: Gr 7-12 <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar		___ Violence Prevention Seminar	___ NYS Certification e-Portfolio

E406 This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - Childhood Education (Grades 1-6) and Special Education: Childhood (Gr 1-6)

(48 Credits) *Prerequisite:* ___ Bachelors Degree

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5000	Foundations of Education	FA SP SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	EDU 5088	Introduction to Students with Learning and Behavior Problems	FA SP SU	3
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5088</i>	FA SP	3
	EDU 5380	Curriculum, Management and Assessment in Childhood Education <i>Prerequisites: EDU 5108 or 5112</i>	FA SP SU	3
	EDU 5130	Classroom Management in Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or other child development course		___ A course in Science	
	And the following courses for a first certification:		___ A course in Mathematics	
	___ Study of the Visual or Performing Arts		___ Study of Written Analysis and Expression	
	___ Study of Communication		___ One year or the equivalent of coursework in a Language other than English	
	___ A course in History		___ 18 credit concentration in a single liberal arts area	
	___ A course in Literature			
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5088, EDU 5130, EDU 5083</i>	FA SP	0
	EDU 5085	Instructional Strategies <i>Prerequisite: EDU 5088</i>	FA SP SU	3
	EDU 5367	Methods for Teaching Literacy and Language Arts I	FA SP SU	3
	EDU 5107	Childhood Mathematics Methods <i>Prerequisite: one semester of college mathematics</i>	FA SP SU	3
	EDU 5108	Childhood Science Methods	FA SP SU	3
	EDU 5112/13	Childhood Social Studies/The Arts Methods	FA SP SU	3
	EDU 5295	Teaching Health, Physical Education and Family/Consumer Education	FA WI SP SU	1
EDU 5371	Technology in Special Education	FA SP SU	2	
EDU 5032	Collaboration and Consultation in Inclusive Settings	FA SP	3	
EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3	
EDU 5591	Culminating Experience Report for Childhood	FA SP	0	
<i>To be completed by the start of semester prior to student teaching semester:</i>				
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY tests in Childhood and Special Education		
Capstone Level	EDU 5432	Student Teaching and Seminar: Childhood and Special Education <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar	___ Violence Prevention Seminar	___ NYS Certification e-Portfolio	

E701 This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - English (5-9 & 7-12); Special Ed Generalist (7-12); SE English (7-12)

(47 Credits) Prerequisites: ___ Bachelors Degree

Program and Certification Requirements:

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation:

___ 30 credits in English, which must include at least 3 courses in British Literature, 3 courses in American Literature, one course in non-western literature and one film course.

	Course	Description	Semester	Cr
Entry Level	EDU 5000	Foundations of Education	FA SP SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	EDU 5077	Adolescents w/Learning and Behavioral Problems	FA SU	3
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5077</i>	FA SP	3
	EDU 5130	Classroom Management in Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Pass NYS CONTENT SPECIALTY Test in English		___ Take Manhattanville Writing Assessment ___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or course in adolescent dev.		___ 6 Credits in Science	
	<i>And the following courses for a first certification:</i>		___ 6 Credits in Mathematics	
	___ Study of the Visual or Performing Arts		___ Study of Written Analysis and Expression	
	___ Study of Communication		___ One year or the equivalent of coursework in a Language other than English	
	___ 6 Credits in Social Studies			
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5393, EDU 5130, EDU 5083, EDU 5077</i>	FA SP	0
	EDU 5XXX	Content Strategies SE Gr 7-12 <i>Prerequisite EDU 5077</i>	FA SP SU	3
	EDU 5371	Technology in Special Education	FA SP SU	2
	ENE 5005	Literature for Adolescents	FA	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5613	Teaching Writing/Thinking 7-12	FA SU	3
	EDU 5407	English Curriculum and Methodology in Middle Childhood /Adolescence Education <i>Prerequisite: EDU 5374</i>	SP SU	3
EDU 5134	Transition from School to Adult Life	FA	3	
ENE 5516	The Linguistics of English	FA SU	3	
EDU 5590	Masters Comprehensive Exam (<i>Semester before student teaching</i>)	FA SP	0	
<i>To be completed by the start of semester prior to student teaching semester:</i>				
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY tests in Special Ed		
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3
	EDU 5433	Student Teaching and Seminar: Middle Childhood/Adolescence and Special Education <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar	___ Violence Prevention Seminar	___ NYS NYS Certification e-Portfolio	

E704A This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - Mathematics (5-9 & 7-12); Special Ed Generalist (7-12); SE Math (7-12)
(47 credits)

Prerequisites: ___ Bachelors Degree

Program and Certification Requirements:

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation. Undergraduate prerequisites and graduate mathematics or Math Education courses within this program may be used to meet this requirement.

- | | | |
|-----------------------------|-----------------------|----------------------------|
| ___ Calculus I and II | ___ Fundamentals of | ___ Geometry |
| ___ Finite or Discrete Math | Mathematics or Number | ___ Probability/Statistics |
| ___ Linear Algebra | Theory | |

	Course	Description	Semester	Cr
Entry Level	EDU 5000	Foundations of Education	FA SP SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	EDU 5077	Adolescents w/Learning and Behavioral Problems	FA SU	3
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5077</i>	FA SP	3
	EDU 5130	Classroom Management in Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Pass NYS CONTENT SPECIALTY Test in Mathematics		___ Take Manhattanville Writing Assessment ___ Fingerprinting	
Intermediate Level	___ Complete EDU 5344 or course in adolescent development And the following courses for a first certification: ___ Study of Communication ___ 6 Credits in Social Studies ___ 6 Credits in Science		___ 6 Credits in English ___ Study of the Visual or Performing Arts ___ Study of Written Analysis and Expression ___ One year or the equivalent of coursework in a Language other than English ___ 30 credits in Mathematics: See Note above	
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5393, EDU 5130, EDU 5083, EDU 5077</i>	FA SP	0
	EDU 5XXX	Content Strategies SE Gr 7-12 <i>Prerequisite EDU 5077</i>	FA SP SU	3
	EDU 5371	Technology in Special Education	FA SP SU	2
	EDU 5374	Curriculum and Methods in Middle Childhood/Adolescence - General	FA SU	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	EDU 5403	Mathematics Curriculum and Methodology in Middle Childhood /Adolescence Education <i>Prerequisite: EDU 5374</i>	SP SU	3
	EDU 5134	Transition from School to Adult Life	FA	3
	EDU 5237	Problem Solving in Mathematics	FA SU	3
	EDU 5590	Masters Comprehensive Exam (<i>Semester before student teaching</i>)	FA SP	
	<u>To be completed by the start of semester prior to student teaching semester:</u>			
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY tests in Special Education		
<i>Continued on next page</i>				
U S D S	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3

E705A This program plan is effective for candidates accepted on or after 09/12/2011.

EDU 5433	Student Teaching and Seminar: Middle Childhood/ Adolescence and Special Education <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
<i>To be completed by the end of student teaching semester:</i>			
<input type="checkbox"/> Child Abuse Seminar	<input type="checkbox"/> Violence Prevention Seminar	<input type="checkbox"/> NYS Certification e-Portfolio	

E705A This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - Science (Biology or Chemistry (5-9 & 7-12); Special Ed Generalist (7-12); SE Science (7-12)
(47 Credits)

Prerequisites: ___ Bachelors Degree

Program and Certification Requirements:

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation. Undergraduate prerequisites and graduate science or Science Education courses within this program may be used to meet this requirement.

Biology: 30 credits in Biology including
 One year of intro Biology with Labs
 One year of intro Chemistry with Labs
 A total of eight semesters of lab courses
 Study of Genetics, Ecology, Molecular Biology,
 Evolutionary Biology
And also: Probability/Statistics or Calc I and II

Chemistry: 30 credits in Chemistry including:
 One year of introductory Chemistry with Labs.
 Lab courses in Organic, Inorganic Chemistry.
 Study of Analytical Chemistry, Biochemistry
 A total of eight semesters of Lab courses
 One year of introductory Physics with labs
And also: Calculus I and II

Physics: 30 credits in Physics including:
 Physics I and II with labs; Thermodynamics;
 Quantum or Atomic Physics; Mechanics;

Electromagnetism (Electricity, Light);
 Bio I and II or Chemistry I and II; **And also:**
 Calculus I and II and Differential Equations

	Course	Description	Semester	Cr
Entry Level	EDU 5000	Foundations of Education	FA SP SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	EDU 5077	Adolescents w/Learning and Behavioral Problems	FA SU	3
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5077</i>	FA SP	3
	EDU 5130	Classroom Management in Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Pass NYS CONTENT SPECIALTY test in Biology or Chem ___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or course in adolescent development And the following courses for a first certification: ___ Study of the Visual or Performing Arts ___ Study of Communication ___ 6 Credits in Social Studies		___ 6 Credits in Mathematics ___ 6 Credits in English ___ Study of Written Analysis and Expression ___ One year or the equivalent of coursework in a Language other than English ___ 30 credits in Science: See Note above	
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5393, EDU 5130, EDU 5083, EDU 5077</i>	FA SP	0
	EDU 5XXX	Content Strategies SE Gr 7-12 <i>Prerequisite EDU 5077</i>	FA SP SU	3
	EDU 5371	Technology in Special Education	FA SP SU	2
	EDU 5374	Curriculum and Methods in Middle Childhood/Adolescence - General	FA SU	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5026	Literacy in the Content Areas	FA SP SU	3

E702A (BIO); E703A (CHEM) This program plan is effective for candidates accepted on or after 09/12/2011.

	EDU 5377	Science Curriculum and Methodology in Middle Childhood / Adolescence Education <i>Prerequisite: EDU 5374</i>	SP SU	3
	EDU 5134	Transition from School to Adult Life	FA	3
	EDU 5359	Design Based Learning: Projects in Math, Science and Technology	FA SU	3
	EDU 5590	Masters Comprehensive Exam (<i>Semester before student teaching</i>)		0
<u>To be completed by the start of semester prior to student teaching semester:</u>				
__ Take NYS EDUCATING ALL STUDENTS test		__ Take NYS CONTENT SPECIALTY test in Special Education		
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3
	EDU 5433	Student Teaching and Seminar: Middle Childhood/ Adolescence and Special Education <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<u>To be completed by the end of student teaching semester:</u>			
	__ Child Abuse Seminar	__ Violence Prevention Seminar	__ NYS Certification e-Portfolio	

E702A (BIO); E703A (CHEM) This program plan is effective for candidates accepted on or after 09/12/2011.

Capstone Level	EDU 5550	Research Seminar in Sp. Education and Literacy	FA SP	3
	EDU 5433	Student Teaching and Seminar: Middle Childhood/Adolescence and Special Education <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	<input type="checkbox"/> Child Abuse Seminar	<input type="checkbox"/> Violence Prevention Seminar	<input type="checkbox"/> NYS Certification e-Portfolio	

E706A This program plan is effective for candidates accepted after on or after 09/12/2011.

MPS - TESOL - Teaching English as a Second Language (All Grades)
(39 Credits)

Prerequisites:

- Bachelors Degree
- All international students must demonstrate English Language Proficiency prior to admission.
- TOEFL exam with a computer score of 300 or above, or an internet-based score of 85 or above.

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5000	Foundations of Education	FA SP SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	EDU 5016	Foundations of ESL/Bilingual Education	SU	3
	<input type="checkbox"/> Take N.Y. State WRITING SKILLS test <input type="checkbox"/> Take Manhattanville Writing Assessment		<input type="checkbox"/> Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	<input type="checkbox"/> Complete EDU 5344 or other child/ adolescent development course And the following courses for a first certification: <input type="checkbox"/> A course in Science <input type="checkbox"/> A course in Mathematics <input type="checkbox"/> Study of the Visual or Performing Arts <input type="checkbox"/> Study of Communication		<input type="checkbox"/> Study of Written Analysis and Expression <input type="checkbox"/> A Literature course <input type="checkbox"/> A course in History or History-based Economics, Political Science or Sociology <input type="checkbox"/> 18 credits in a single Liberal Arts area <input type="checkbox"/> 12 credits in a Language other than English	
	EDU 5200	Structure of English	FA	3
	EDU 5201	Principles of Language Learning and Teaching	SP	3
	EDU 5202	Introduction to Linguistics	SU	3
	EDU 5204	Methods and Materials for Second Language Instruction	FA SP	3
	EDU 5215	Teaching ESL through the Content Areas	SP SU	3
	EDU 5216	Cultural Perspectives for Educators	SP SU	3
	EDU 5365	Teaching Literacy in ESL	SP	3
	EDU 5207	Testing and Evaluation in Second Language	FA SP SU	3
	EDU 5590 OR EDU 5592	Masters Comprehensive Exam (Semester before student teaching) OR Final Project	FA SP	0
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
	<input type="checkbox"/> Take NYS EDUCATING ALL STUDENTS Secondary test		<input type="checkbox"/> Take NYS CONTENT SPECIALTY test in TESOL	
	Capstone Level	EDU 5430	Student Teaching and Seminar: TESOL <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP
<i>To be completed by the end of student teaching semester:</i>				
<input type="checkbox"/> Child Abuse Seminar		<input type="checkbox"/> Violence Prevention Seminar	<input type="checkbox"/> NYS Certification e-Portfolio	

E602 This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - TESOL Adult and International Settings

(36 Credits)

Prerequisites:

___ Bachelors Degree

___ All international students must demonstrate English Language Proficiency prior to admission. This will be determined by completing the TOEFL exam with a computer score of 300 or above, or an internet-based score of 85 or above.

Note: This program does not lead to NYS K-12 Teaching certification.

Program Requirements:

	Course	Description	Semester	Cr
Entry Level	No entry level requirements			
Intermediate Level	EDU 5200	Structure of English	FA	3
	EDU 5201	Principles of Language Learning and Teaching	SP	3
	EDU 5204	Methods and Materials for Second Language Instruction	FA SP	3
	EDU 5216	Cultural Perspectives for Educators	SP SU	3
	EDU 5245	Methods of Teaching Foreign Language in Elementary School	FA	3
	EDU 5439	Teaching English in Adult and International Settings	SP	3
	___ 5 ___	Graduate Course in American/Global Studies	FA SP SU	3
	___ 5 ___	Graduate Course in American/Global Studies	FA SP SU	3
	EDU 5 ___	TESOL elective	FA SP SU	6
	EDU 5 ___	TESOL elective		
EDU 5590 OR EDU 5592	Masters Comprehensive Exam <i>(Semester before student teaching OR)</i> Final Project	FA SP	0	
Capstone Level	EDU 5238	Internship and/or Practicum in Teaching English to Speakers of Other Languages <i>Prerequisite: completion of all coursework and approval by the Director of Field Placement and Certification</i>	FA SP SU	6

E601 This program plan is effective for candidates accepted on or after 09/12/2011.

MSEd - Literacy, Language and Diversity (Birth-Grade 6)
(37 Credits)

Prerequisites:

- Bachelors Degree
- Evidence of Prior Certification in Early Childhood, Childhood, Elementary, Middle Childhood, TESOL and/or Special Education

Program and Certification Requirements:

	Course	Description	Semester	Credits
Entry Level	<input type="checkbox"/> Take N.Y. State WRITING SKILLS test <input type="checkbox"/> Take Manhattanville Writing Assessment		<input type="checkbox"/> Fingerprinting	
	EDU 5610	An Arts Approach to Literacy	FA SP	3
	EDU 5402	Language, Literacy and Culture (Birth-Gr.6)	FA SP	3
	EDU 5413	Early Literacy	FA SP SU	3
	EDU 5594	Literacy Midpoint Comprehensive Exam (<i>Semester after taking Prerequisites EDU 5402 and EDU 5610</i>)	FA SP	0
Intermediate Level	EDU 5611	Literacy Instruction of English Language Learners in the Classroom	FA SP	3
	EDU 5612	Assessment and Intervention in Literacy Instruction (Prerequisites: EDU 5610 and EDU 5402)	FA SP SU	3
	EDU YYYY	Teaching Writing/Thinking B-6	FA SU	3
	EDU 5615	Global and Multicultural Readings in Children's Literature (Birth-Gr.6)	FA	3
	EDU 5614	Writing Workshop for Teachers and Young People	SU	3
	EDU 5617	New Technologies and Critical Literacies	SP SU	3
	EDU 5618	Fostering Literacy through Storytelling and Drama	SP SU	3
	<i>To be completed by the start of semester prior to capstone level semester:</i>			
<input type="checkbox"/> Take NYS EDUCATING ALL STUDENTS test		<input type="checkbox"/> Take NYS CONTENT SPECIALTY test in Literacy		
Capstone Level	EDU 5098	Literacy Practicum <i>You must notify your advisor the semester before you plan to take this course</i>	FA SP SU	4
	EDU 5699	Capstone Project	SP	3
	<i>To be completed by the end of capstone level semester:</i>			
<input type="checkbox"/> Child Abuse Seminar		<input type="checkbox"/> Violence Prevention Seminar	<input type="checkbox"/> NYS Certification e-Portfolio	

E506 This program plan is effective for candidates accepted on or after 09/12/2011.

MSEd - Literacy, Language and Diversity (Grades 5-12)
(37 Credits)

Prerequisites:

- Bachelors Degree
- Evidence of Prior Certification in Middle Childhood, Adolescence, Secondary, TESOL and/or Special Education

Program and Certification Requirements:

	Course	Description	Semester	Credits	
Entry Level	<input type="checkbox"/> Take N.Y. State WRITING SKILLS test <input type="checkbox"/> Take Manhattanville Writing Assessment		<input type="checkbox"/> Fingerprinting		
	EDU 5610	An Arts Approach to Literacy	FA SP	3	
	EDU 5406	Language, Literacy and Culture (Gr. 5-12)	FA SP SU	3	
	EDU 5026	Literacy in the Content Areas	FA SP SU	3	
	EDU 5594	Literacy Midpoint Comprehensive Exam <i>(Semester after taking Prerequisites EDU 5406 and EDU 5610)</i>	FA SP	0	
Intermediate Level	EDU 5611	Literacy Instruction of English Language Learners in the Classroom	FA SP	3	
	EDU 5612	Assessment and Intervention in Literacy Instruction <i>Prerequisites: EDU 5610, EDU 5406 and EDU 5026</i>	FA SP SU	3	
	EDU 5613	Teaching Writing/Thinking 7-12	FA SU	3	
	EDU 5616	The Study of Literature (Gr. 5-12)	FA	3	
	EDU 5614	Writing Workshop for Teachers and Young People	SU	3	
	EDU 5617	New Technologies and Critical Literacies	SP SU	3	
	EDU 5618	Fostering Literacy through Storytelling and Drama	SP SU	3	
	<i>To be completed by the start of semester prior to capstone level semester:</i>				
<input type="checkbox"/> Take NYS EDUCATING ALL STUDENTS test		<input type="checkbox"/> Take NYS CONTENT SPECIALTY test in Literacy			
Capstone Level	EDU 5098	Literacy Practicum <i>You must notify your advisor the semester before you plan to take this course</i>	FA SP SU	4	
	EDU 5699	Capstone Project	SP	3	
	<i>To be completed by the end of capstone level semester:</i>				
	<input type="checkbox"/> Child Abuse Seminar	<input type="checkbox"/> Violence Prevention Seminar	<input type="checkbox"/> NYS Certification e-Portfolio		

E508 This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - Literacy Specialist (Birth - Grade 6)

(37 Credits)

Prerequisites:

- Bachelors Degree
- Evidence of Prior Certification in Early Childhood, Childhood, Elementary, Middle Childhood, TESOL and/or Special Education
- Two years classroom teaching experience

Program and Certification Requirements:

	Course	Description	Semester	Credits
Entry Level	<input type="checkbox"/> Take N.Y. State WRITING SKILLS test <input type="checkbox"/> Take Manhattanville Writing Assessment		<input type="checkbox"/> Fingerprinting	
	EDU 5396	Theoretical and Historical Foundations of Literacy	FA SP	3
	EDU 5402	Language, Literacy and Culture (Birth-Gr.6)	FA SP	3
	EDU 5413	Early Literacy	FA SP SU	3
	EDU 5594	Literacy Midpoint Comprehensive Exam (Semester after taking Prerequisites EDU 5402 and EDU 5396)	FA SP	0
Intermediate Level	EDU 5494	Literacy Development in Grades 3-6	FA SU	3
	EDU 5612	Assessment and Intervention in Literacy Instruction <i>Prerequisites: EDU 5396 and EDU 5402</i>	FA SP SU	3
	EDU YYYY	Teaching Writing/Thinking B-6	FA SU	3
	EDU 5611	Literacy Instruction of English Language Learners in the Classroom	FA SP	3
	EDU 5615	Global and Multicultural Readings in Children's Literature (Birth-Gr.6)	FA	3
	EDU 5503	Literacy Research Seminar <i>Prerequisites: EDU 5396, EDU 5402, EDU 5413, EDU 5612</i>	FA	3
	<u>To be completed by the start of semester prior to capstone level semester:</u>			
<input type="checkbox"/> Take NYS EDUCATING ALL STUDENTS test		<input type="checkbox"/> Take NYS CONTENT SPECIALTY test in Literacy		
Capstone Level	EDU 5098	Literacy Practicum <i>You must notify your advisor the semester before you plan to take this course</i>	FA SP SU	4
	EDU 5619	Literacy Research Seminar II	SP	3
	EDU 5414	Organizing and Leading Literacy Programs <i>May be taken concurrently with EDU 5098, the Literacy Practicum</i>	SP	3
	<u>To be completed by the end of capstone level semester:</u>			
<input type="checkbox"/> Child Abuse Seminar		<input type="checkbox"/> Violence Prevention Seminar	<input type="checkbox"/> NYS Certification e-Portfolio	

E505 This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - Literacy Specialist (Grades 5-12)

(37 Credits)

Prerequisites: ___ Bachelors Degree
 ___ Evidence of Prior Certification in Middle Childhood, Adolescence, Secondary, TESOL and/or Special Education
 ___ Two years classroom teaching experience

Program and Certification Requirements:

	Course	Description	Semester	Credits
Entry Level	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
	EDU 5396	Theoretical and Historical Foundations of Literacy	FA SP	3
	EDU 5406	Language, Literacy and Culture (Gr. 5-12)	FA SP SU	3
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	EDU 5594	Literacy Midpoint Comprehensive Exam (Semester after taking Prerequisites EDU 5406 and EDU 5396)	FA SP	0
Intermediate Level	EDU 5613	Teaching Writing/Thinking 7-12	FA SU	3
	EDU 5490	Literacy Development (Gr. 5-12)	SP	3
	EDU 5612	Assessment and Intervention in Literacy Instruction Prerequisites: EDU 5396, EDU 5406 and EDU 5026	FA SP SU	3
	EDU 5611	Literacy Instruction of English Language Learners in the Classroom	FA SP	3
	EDU 5616	The Study of Literature	FA	3
	EDU 5503	Literacy Research Seminar Prerequisites: EDU 5396, EDU 5406, EDU 5026, EDU 5612	FA	3
	<u>To be completed by the start of semester prior to capstone level semester:</u>			
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in Literacy		
Capstone Level	EDU 5098	Literacy Practicum You must notify your advisor the semester before you plan to take this course	FA SP SU	4
	EDU 5619	Literacy Research Seminar II	SP	3
	EDU 5414	Organizing and Leading Literacy Programs May be taken concurrently with EDU 5098, the Literacy Practicum	SP	3
	<u>To be completed by the end of capstone level semester:</u>			
___ Child Abuse Seminar		___ Violence Prevention Seminar		___ NYS Certification e-Portfolio

E507 This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - Literacy (Birth-Grade 6) and Special Education Childhood (Grades 1-6)
 (45 Credits)

- Prerequisites:** ___ Bachelors Degree
 ___ Evidence of Prior Certification in Early Childhood, Elementary, Childhood or Middle Childhood Education
 ___ EDU 5393 Foundations of Special Education or equivalent course
 ___ Methods course(s) in teaching Literacy in Childhood Education

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5088	Introduction to Students with Learning and Behavior Problems	FA SP SU	3
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5088</i>	FA SP	3
	EDU 5130	Classroom Management in Special Education	FA SP SU	3
	EDU 5610	An Arts Approach to Literacy	FA SP	3
	EDU 5402	Language, Literacy and Culture (Birth-Gr.6)	FA SP	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or other child development course		___ Take Literacy Comps (Prerequisites EDU 5402 and EDU 5610) ___ Take Special Ed Comps after 9 credits but before 15 credits of Special Ed	
	EDU 5594	Literacy Midpoint Comprehensive Exam (<i>Semester after taking Prerequisites: EDU 5610 and EDU 5402</i>)	FA SP	0
	EDU 5413	Early Literacy	FA SP SU	3
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5088, EDU 5130, EDU 5083</i>	FA SP	0
	EDU 5371	Technology in Special Education	FA SP SU	2
	EDU 5611	Literacy Instruction of English Language Learners in the Classroom	FA SP	3
	EDU 5612	Assessment and Intervention in Literacy Instruction <i>Prerequisites: EDU 5610, EDU 5402 and EDU 5413</i>	FA SP SU	3
	EDU 5085	Instructional Strategies	FA SP SU	3
	EDU YYYY	Teaching Writing/Thinking B-6	FA SU	3
	EDU 5032	Consultation and Collaboration in Inclusive Settings	FA SP	3
	<i>To be completed by the start of semester prior to the final semester:</i>			
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY tests in Literacy and in Special Education		
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3
	EDU 5098	Literacy Practicum <i>You must notify your advisor the semester before you plan to take this course</i>	FA SP SU	4
	EDU 5428	Student Teaching & Seminar: Special Education: Early Childhood/Childhood <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	3
	<i>To be completed by the end of the program:</i>			
	___ Child Abuse Seminar		___ Violence Prevention Seminar	
___ NYS Certification e-Portfolio				

E707A This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - Literacy 5-12; Special Education Generalist 7-12; Special Ed Specialist 7-12
(45 Credits)

Prerequisites: ___ Bachelors Degree
 ___ Evidence of Prior Certification in Middle Childhood, Adolescence or Secondary Education
 ___ EDU 5393 Foundations of Special Education or equivalent course
 ___ Methods course(s) in teaching Literacy

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5077	Adolescents with Learning and Behavioral Problems	FA SU	3
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5077</i>	FA SP	3
	EDU 5130	Classroom Management in Special Education	FA SP SU	3
	EDU 5610	An Arts Approach to Literacy	FA SP	3
	EDU 5406	Language, Literacy and Culture (Grades 5-12)	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or other child development course ___ Take Literacy Comps (Prerequisites EDU 5406 and EDU 5610)		___ 6 Credits English ___ 6 Credits Math ___ 6 Credits Science ___ 6 Credits Social Studies	
	<i>To be completed (at the college level) during the first 18 credits of the program:</i>		<i>To be completed (at the college level) during the first 18 credits of the program:</i>	
	EDU 5594	Literacy Midpoint Comprehensive Exam (Semester after taking Prerequisites: EDU 5610 and EDU 5406)	FA SP	0
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5393, EDU 5077, EDU 5130, EDU 5083</i>	FA SP	0
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	EDU 5371	Technology in Special Education	FA SP SU	2
	EDU 5134	Transition From School to Life	FA	3
	EDU 5612	Assessment and Intervention in Literacy Instruction <i>Prerequisites: EDU 5610, EDU 5402 and EDU 5413</i>	FA SP SU	3
	EDU 5XXX	Content Strategies SE Gr 7-12 <i>Prerequisite EDU 5077</i>	FA SP SU	3
	EDU 5613	Teaching Writing/Thinking 7-12	FA SU	3
	EDU 5032	Consultation and Collaboration in Inclusive Settings	FA SP	3
	<i>To be completed by the start of semester prior to the final semester:</i>			
___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY tests in Literacy and in Special Education		
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3
	EDU 5098	Literacy Practicum <i>You must notify your advisor the semester before you plan to take this course</i>	FA SP SU	4
	EDU 5563	Student Teaching & Seminar: Special Education: Gr 7-12 <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	3
	<i>To be completed by the end of the program:</i>			
___ Child Abuse Seminar		___ Violence Prevention Seminar		___ NYS Certification e-Portfolio

E708A This program plan is effective for candidates accepted on or after 09/12/2011.

M.Ed. - Educational Studies
(30 Credits)

Note: This program does not lead to NYS classroom teaching certification.

Prerequisites: ___Bachelors Degree

Program Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5000	Foundations of Education	FA SP SU	3
	EDU 5211	Introduction to the Multicultural Classroom	FA SP SU	3
Intermediate Level	EDU 5344	Child Development and Learning	FA SP	3
	EDAD 5008	Ethics and Social Responsibility	FA SP	3
	EDU 5___	Four Electives relevant to the area of interest and chosen in conjunction with an advisor	FA SP SU	3
	EDU 5___			3
	EDU 5___			3
	EDU 5___			3
Capstone Level	EDU 5529	Teaching with Technology	FA SP	2
	EDU 5536	Action Research/Internship/ Culminating Experience	FA SP	4

E010 This program plan is effective for candidates accepted on or after 09/12/2011.

CERT - Middle Childhood/Adolescence Education (Grades 5-12) English
 (30 Credits)

Prerequisites: ___Masters Degree or above in a functionally related area

Program and Certification Requirements:

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.

___ 30 credits in English, which must include at least 3 courses in British Literature, 3 courses in American Literature, one course in non-western literature and one film course.

	Course	Description	Semester	Cr
Entry Level	EDU 5000 OR EDU 5211	Foundations of Education	FA SP SU	3
	EDU 5393	Introduction to the Multicultural Classroom	FA SU	
	EDU 5393	Foundations of Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
Capstone Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or adolescent development course ___ A course in Science ___ A course in Mathematics ___ Study of the Visual or Performing Arts		___ Study of Communication ___ A course in History ___ Study of Written Analysis and Expression ___ One year or the equivalent of coursework in a Language other than English	
	<i>To be completed during the first 18 credits of the program:</i>			
	___ Take the NYS CONTENT SPECIALTY test in English			
	ENE 5005	Literature for Adolescents	FA	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5613	Teaching Writing/Thinking 7-12	FA SU	3
	EDU 5407	English Curriculum and Methodology in Middle Childhood and Adolescence Education	SP SU	3
	EDU 5406	Language, Literacy and Culture (Gr. 5-12)	FA SP SU	3
	ENE 5516	The Linguistics of English	FA	3
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
___ Take NYS EDUCATING ALL STUDENTS test				
Capstone Level	EDU 5404	Student Teaching and Seminar: Middle Childhood and Adolescence <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
___ Child Abuse Seminar		___ Violence Prevention Seminar		___ NYS Certification e-Portfolio

CERT - Middle Childhood/Adolescence Education (Grades 5-12) Mathematics
(30 Credits)

Prerequisites: ___ Masters Degree or above in a functionally related area

Program and Certification Requirements:

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation. Prerequisite undergraduate coursework as well as graduate mathematics (MATH) or Math Education (MAE) courses within this program may be used to meet this requirement.

- | | |
|---|------------------------------------|
| ___ <i>Calculus I and II</i> | ___ <i>Linear Algebra</i> |
| ___ <i>Finite or Discrete Math</i> | ___ <i>Geometry</i> |
| ___ <i>Fundamentals of Mathematics or Number Theory</i> | ___ <i>Probability/ Statistics</i> |

	Course	Description	Semester	Cr
Entry Level	EDU 5000 OR EDU 5211	Foundations of Education Introduction to the Multicultural Classroom	FA SP SU FA SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	___ <i>Take N.Y. State WRITING SKILLS test</i> ___ <i>Take Manhattanville Writing Assessment</i>		___ <i>Fingerprinting</i>	
	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
Intermediate Level	___ <i>Complete EDU 5344 or adolescent development course</i> ___ <i>A course in Science</i> ___ <i>A course in Literature</i> ___ <i>Study of the Visual or Performing Arts</i> ___ <i>Study of Communication</i>		___ <i>Study of Written Analysis and Expression</i> ___ <i>A course in History</i> ___ <i>One year or the equivalent of coursework in a Language other than English</i> ___ <i>30 credits in Mathematics (see note above)</i>	
	<i>To be completed during the first 18 credits of the program:</i> ___ <i>Take the NYS CONTENT SPECIALTY test in Mathematics</i>			
	EDU 5374	Curriculum and Methods in Middle Childhood and Adolescence Education - General	FA SU	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	EDU 5403	Mathematics Curriculum and Methodology in Middle Childhood and Adolescence Education <i>Prerequisite: EDU 5374</i>	SP SU	3
	EDU 5237	Problem Solving in Mathematics	FA SU	3
	MAE 5___	Math Ed Elective	FA SP SU	3
	OR			
	EDU 5013	Mathematics for the Learning Disabled Student	FA	
	<i>To be completed by the start of semester prior to student teaching semester:</i> ___ <i>Take NYS EDUCATING ALL STUDENTS test</i>			
	Capstone Level	EDU 5404	Student Teaching and Seminar: Middle Childhood and Adolescence <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP
<i>To be completed by the end of student teaching semester:</i> ___ <i>Child Abuse Seminar</i> ___ <i>Violence Prevention Seminar</i> ___ <i>NYS Certification e-Portfolio</i>				

E204 This program plan is effective for candidates accepted on or after 09/12/2011.

CERT - Middle Childhood/Adolescence Education (Grades 5-12) Science (Biology Chemistry, Physics, Earth Science)

(30 Credits)

Program and Certification Requirements:

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation. Undergraduate prerequisites and graduate science or Science Education courses within this program may be used to meet this requirement.

Biology: 30 credits in Biology including
 One year of intro Biology with Labs
 One year of intro Chemistry with Labs
 A total of eight semesters of lab courses
 Study of Genetics, Ecology, Molecular Biology,
 Evolutionary Biology
And also: Probability/Statistics or Calc I and II

Chemistry: 30 credits in Chemistry including:
 One year of introductory Chemistry with Labs.
 Lab courses in Organic, Inorganic Chemistry.
 Study of Analytical Chemistry, Biochemistry
 A total of eight semesters of Lab courses
 One year of introductory Physics with labs
And also: Calculus I and II

Physics: 30 credits in Physics including:
 Physics I and II with labs; Thermodynamics; Quantum or Atomic Physics; Mechanics;
 Electromagnetism (Electricity, Light);
 Bio I and II or Chemistry I and II; **And also:** Calculus I and II and Differential Equations

	Course	Description	Semester	Cr
Entry Level	EDU 5000 OR EDU 5211	Foundations of Education Introduction to the Multicultural Classroom	FA SP SU FA SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	<input type="checkbox"/> Take N.Y. State WRITING SKILLS test <input type="checkbox"/> Take Manhattanville Writing Assessment		<input type="checkbox"/> Fingerprinting	
	To be completed (at the college level) during the first 18 credits of the program: <input type="checkbox"/> Complete EDU 5344 or adolescent development course <input type="checkbox"/> A course in Mathematics <input type="checkbox"/> A course in Literature <input type="checkbox"/> Study of the Visual or Performing Arts <input type="checkbox"/> Study of Communication <input type="checkbox"/> Study of Written Analysis and Expression <input type="checkbox"/> A course in History <input type="checkbox"/> One year or the equivalent of coursework in a Language other than English <input type="checkbox"/> 30 credits in Biology or in Chemistry See note above.			
Intermediate Level	To be completed during the first 18 credits of the program: <input type="checkbox"/> Take the NYS CONTENT SPECIALTY test in Biology, Chemistry, Physics or Earth Science			
	EDU 5374	Curriculum and Methods in Middle Childhood and Adolescence Education - General	FA SU	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	EDU 5377	Science Curriculum and Methodology in Middle Childhood and Adolescence Education <i>Prerequisites: EDU 5374</i>	SP SU	3
	EDU 5359	Design-based Learning: Projects in Math, Science, Technology	FA SU	3
	SCE 5030	The Nature of Science	FA SP SU	3
	To be completed by the start of semester prior to student teaching semester: <input type="checkbox"/> Take NYS EDUCATING ALL STUDENTS test			
Continued next page:				

E201 (BIO); E202 (CHEM); E212 (PHY); or E211 (EARTH SCI) This program plan is effective for candidates accepted on or after 09/12/2011.

Capstone Level	EDU 5404	Student Teaching and Seminar: Middle Childhood and Adolescence <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<u>To be completed by the end of student teaching semester:</u>			
	<u> </u> Child Abuse Seminar	<u> </u> Violence Prevention Seminar	<u> </u> NYS Certification e-Portfolio	

E201 (BIO); E202 (CHEM); E212 (PHY); or E211 (EARTH SCI) This program plan is effective for candidates accepted on or after 09/12/2011.

CERT - Middle Childhood/Adolescence Education (Grades 5-12) Social Studies
(30 Credits)

Prerequisites: ___ Masters Degree or above in a functionally related area

Program and Certification Requirements:

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.

30 credits in Social Studies, including:

- | | |
|-------------------------|---|
| ___ Economics | ___ 18 credits in History & Geography including |
| ___ U.S. Government | ___ 9 credits of Non-Western History |
| ___ Intro to Psychology | ___ US History |
| | ___ Sociology |

	Course	Description	Semester	Cr
Entry Level	EDU 5000 OR EDU 5211	Foundations of Education	FA SP SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
Intermediate Level	<i>And the following courses for a first certification:</i>			
	___ A course in Science		___ A Literature course	
	___ A course in Mathematics		___ Study of Written Analysis and Expression	
	___ Study of the Visual or Performing Arts		___ One year or the equivalent of coursework in a Language other than English	
	___ Study of Communication		___ 30 Credits in Social Studies	
	<i>To be completed during the first 18 credits of the program:</i>			
	___ Take the NYS CONTENT SPECIALTY test in Social Studies			
	EDU 5374	Curriculum and Methods in Middle Childhood and Adolescence Education - General	FA SU	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	EDU 5411	Social Studies Curriculum and Methodology in Middle Childhood and Adolescence Education <i>Prerequisites: EDU 5374</i>	SP SU	3
EDU 5389	Teaching Literacy Skills in Middle School through Collaborative Study of Social Identity	SP SU	3	
EDU 5339	Teaching Geography in the Social Studies Classroom	FA SU	1.5	
EDU 5375	Teaching Economics in the Social Studies Classroom <i>Prerequisite: College Level Economics Course</i>	FA SU	1.5	
Capstone Level	<i>To be completed by the start of semester prior to student teaching semester:</i>			
	___ Take NYS EDUCATING ALL STUDENTS test		___ Take NYS CONTENT SPECIALTY test in Social Studies	
	EDU 5404	Student Teaching and Seminar: Middle Childhood and Adolescence <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
<i>To be completed by the end of student teaching semester:</i>				
___ Child Abuse Seminar		___ Violence Prevention Seminar	___ NYS Certification e-Portfolio	

CERT -Adolescence Education (Grades 7-12) Foreign Language (French, Spanish, Italian, or Latin)

(27 credits)

Prerequisites: ___Masters Degree or above in a functionally related area

Program and Certification Requirements:

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.

___ 30 credits in each language for which certification is sought: to include communication skills, culture, linguistics and literature

	Course	Description	Semester	Cr
Entry Level	EDU 5000	Foundations of Education	FA SP SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment ___ Fingerprinting		___ Take ACTFL Oral Proficiency Interview (score Advanced.-Low) ___ Take ACTFL Writing Proficiency Test (score Advanced.-Low)	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or course in adolescent development And the following courses for a first certification: ___ A course in Science ___ A course in Mathematics ___ Study of the Visual or Performing Arts		___ Study of Communication ___ A course in Literature ___ A course in History or History-based Economics, Political Science or Sociology ___ Study of Written Analysis and Expression	
	<i>To be completed during the first 18 credits of the program:</i>			
	___ Take the NYS CONTENT SPECIALTY test in Foreign Language			
	EDU 5201	Principles of Language Learning and Teaching	SP	3
	EDU 5374	Curriculum and Methods in Middle Childhood and Adolescence Education - General	FA SU	3
	EDU 5202	Introduction to Linguistics	SU	3
	EDU 5204	Methods and Materials for Second Language Instruction	FA SP	3
	EDU 5205	Integrating Culture, Literature and Literacy in Second Language Instruction	SP	3
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
___ Take NYS EDUCATING ALL STUDENTS test				
Capstone Level	EDU 5404	Student Teaching and Seminar: Middle Childhood and Adolescence <i>Prerequisite: completion of all coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar		___ Violence Prevention Seminar	
		___ NYS Certification e-Portfolio		
Extension	EDU 5245 (for extension only)	Methods of Teaching Foreign Language in Elementary School (For those who wish to apply independently for Extension to Grades K-6)	FA	3

E209 (SPN); E206 (FRN); E207 (ITL); E208 (LAT) This program plan is effective for candidates accepted on or after 09/12/2011.

CERT - Visual Art Education (All Grades)
(27 Credits)

Prerequisites: Masters Degree or above in a functionally related area.

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5000 OR EDU 5211	Foundations of Education Introduction to the Multicultural Classroom	FA SP SU FA SU	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
	<input type="checkbox"/> Take N.Y. State WRITING SKILLS test <input type="checkbox"/> Take Manhattanville Writing Assessment		<input type="checkbox"/> Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	<input type="checkbox"/> Complete EDU 5344 or other child development course <input type="checkbox"/> Study of the Visual or Performing Arts <input type="checkbox"/> Study of Communication <input type="checkbox"/> A course in History <input type="checkbox"/> A course in Literature		<input type="checkbox"/> A course in Science <input type="checkbox"/> A course in Mathematics <input type="checkbox"/> Study of Written Analysis and Expression <input type="checkbox"/> One year or the equivalent of coursework in a Language other than English <input type="checkbox"/> 30 credits in Art including 6 in Art History	
	<i>To be completed during the first 18 credits of the program:</i>			
	<input type="checkbox"/> Take the NYS CONTENT SPECIALTY test in Visual Art			
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	EDU 5391	Aesthetic Literacy	FA	3
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3
	EDU 5379	Art Education Workshop - Early Childhood Through Adolescence	FA SP	3
EDU 5316	Beyond Teaching: Organization and Management Strategies for the Beginning Art Teacher <i>Prerequisites: EDU 5391 and EDU 5379</i>	SP	3	
<i>To be completed by the start of semester prior to student teaching semester:</i>				
<input type="checkbox"/> Take NYS EDUCATING ALL STUDENTS Elementary test				
Capstone Level	EDU 5412	Student Teaching and Seminar: Art Education <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	<input type="checkbox"/> Child Abuse Seminar	<input type="checkbox"/> Violence Prevention Seminar	<input type="checkbox"/> NYS Certification e-Portfolio	

CERT - Music Education (All Grades)
(27Credits)

Prerequisites:

__ Masters Degree or above in a functionally related area.

__ 36 credits in Music, including: four courses in Music History or Literature; four courses in Music Theory, one course in or competence in woodwind instrument performance, one in brass instrument performance, one in stringed instrument performance, one course in conducting.

*Note: It is of critical importance that students meet with a music department advisor early in their programs to plan their music coursework.

Program and Certification Requirements:

	Course	Description	Semester	Cr	
Entry Level	EDU 5000 OR EDU 5211	Foundations of Education Introduction to the Multicultural Classroom	FA SP SU FA SU	3	
	EDU 5393	Foundations of Special Education	FA SP SU	3	
	__ Take N.Y. State WRITING SKILLS test __ Take Manhattanville Writing Assessment		__ Fingerprinting		
	<i>To be completed (at the college level) during the first 18 credits of the program:</i>				
Intermediate Level	__ Complete EDU 5344 or other child development course __ A course in Science __ Study of Communication __ A course in History __ A course in Literature		__ A course in Mathematics __ Study of Written Analysis and Expression __ One year or the equivalent of coursework in a Language other than English __ Complete any remaining Music prerequisite credits		
	<i>To be completed during the first 18 credits of the program:</i> __ Take the NYS CONTENT SPECIALTY test in Music				
	Take 2 of 3: EDU 5026 EDU 5367 EDU 5391	Literacy in the Content Areas Methods for Teaching Literacy and Language Arts I Aesthetic Literacy	FA SP SU FA SP SU FA	3 3 3	
	EDU 5387	Fundamentals of Middle Childhood Education	FA SP SU	3	
	MUE 5054	Methods for Early Childhood/ Childhood Music <i>Prerequisite: All music prerequisites must be completed</i>	FA	3	
	MUE 5057	Methods for Middle Childhood/ Adolescence Music <i>Prerequisite: All music prerequisites must be completed</i>	SP	3	
	<i>To be completed by the start of semester prior to student teaching semester:</i> __ Take NYS EDUCATING ALL STUDENTS Elementary test				
	Capstone Level	EDU 5408	Student Teaching and Seminar: Music Education <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
		<i>To be completed by the end of student teaching semester:</i>			
		__ Child Abuse Seminar		__ Violence Prevention Seminar	
__ NYS Certification e-Portfolio					

CERT -TESOL - Teaching English as a Second Language (All Grades)
(30 Credits)

Prerequisites:

- Masters Degree or above in a functionally related area
- All international students must demonstrate English Language Proficiency prior to admission. This will be determined by completing the TOEFL exam with a computer score of 300 or above, or an internet-based score of 85 or above.

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5200	Structure of English	FA	3
	EDU 5393	Foundations of Special Education	FA SP SU	3
		<input type="checkbox"/> Take N.Y. State WRITING SKILLS test <input type="checkbox"/> Take Manhattanville Writing Assessment	<input type="checkbox"/> Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	<input type="checkbox"/> Complete EDU 5344 or other child development course <input type="checkbox"/> A course in Science <input type="checkbox"/> A course in Mathematics <input type="checkbox"/> Study of the Visual or Performing Arts <input type="checkbox"/> Study of Communication		<input type="checkbox"/> Study of Written Analysis and Expression <input type="checkbox"/> A course in History <input type="checkbox"/> 18 credits in a single Liberal Arts area <input type="checkbox"/> 12 credits in a Language other than English	
	EDU 5201	Principles of Language Learning and Teaching	SP	3
	EDU 5202	Introduction to Linguistics	SU	3
	EDU 5204	Methods and Materials for Second Language Instruction	FA SP	3
	EDU 5215	Teaching ESL through the Content Areas	SP SU	3
	EDU 5216	Cultural Perspectives for Educators	SP SU	3
	EDU 5365	Teaching Literacy in ESL	SP	3
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
	<input type="checkbox"/> Take NYS EDUCATING ALL STUDENTS Secondary test		<input type="checkbox"/> Take the NYS CONTENT SPECIALTY test in TESOL	
Capstone Level	EDU 5430	Student Teaching and Seminar: TESOL <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
<input type="checkbox"/> Child Abuse Seminar		<input type="checkbox"/> Violence Prevention Seminar	<input type="checkbox"/> NYS Certification e-Portfolio	

CERT - Special Education: Early Childhood (Birth-Grade 2)
 (29 Credits)

Prerequisites: ___ Masters Degree in a functionally related area
 ___ Evidence of Prior Certification in Early Childhood or Elementary Education
 ___ EDU 5393 Foundations of Special Education or equivalent

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5088	Introduction to Students with Learning and Behavioral Problems	FA SP SU	3
	EDU 5130	Classroom Management in Special Education	FA SP SU	3
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5088</i>	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or other child development course			
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5088, EDU 5130, EDU 5083</i>	FA SP	0
	EDU 5085	Instructional Strategies <i>Prerequisite: EDU 5088</i>	FA SP SU	3
	EDU 5032	Consultation and Collaboration in Inclusive Settings	FA SP	3
	EDU 5371	Technology in Special Education	FA SP SU	2
	EDU 5298	Inclusive Practices in Early Childhood Education	SP	3
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
___ Take NYS EDUCATING ALL STUDENTS test		___ Take the NYS CONTENT SPECIALTY test in Special Education		
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3
	EDU 5426	Student Teaching and Seminar: Special Education: Early Childhood <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar		___ Violence Prevention Seminar	

CERT - Special Education: Childhood (Grades 1-6)

(29 Credits)

Prerequisites: ___ Masters Degree in a functionally related area
 ___ Evidence of Prior Certification in Elementary or Childhood Education
 ___ EDU 5393 Foundations of Special Education or equivalent

Program and Certification Requirements:

	Course	Description	Semester	Credits
Entry Level	EDU 5088	Introduction to Students with Learning and Behavioral Problems	FA SP SU	3
	EDU 5130	Classroom Management in Special Education	FA SP SU	3
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5088</i>	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or other child development course			
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5088, EDU 5130, EDU 5083</i>	FA SP	0
	EDU 5085	Instructional Strategies <i>Prerequisite: EDU 5088</i>	FA SP SU	3
	EDU 5032	Consultation and Collaboration in Inclusive Settings	FA SP	3
	EDU 5371	Technology in Special Education	FA SP SU	2
	EDU 5612	Assessment and Intervention in Literacy Instruction	FA SP SU	3
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
___ Take NYS EDUCATING ALL STUDENTS test		___ Take the NYS CONTENT SPECIALTY test in Special Education		
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3
	EDU 5427	Student Teaching and Seminar: Special Education: Childhood <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar		___ Violence Prevention Seminar	
___ NYS Certification e-Portfolio				

CERT - Special Education: Early Childhood (Birth - Grade 2) and Childhood (Grades 1-6)

(29 Credits)

Prerequisites: ___Masters Degree in a functionally related area
 ___Evidence of Prior Certification in Early Childhood, Elementary or Childhood Education
 ___EDU 5393 Foundations of Special Education or equivalent course

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5088	Introduction to Students with Learning and Behavioral Problems	FA SP SU	3
	EDU 5130	Classroom Management in Special Education	FA SP SU	3
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5088</i>	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or other child development course			
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5088, EDU 5130, EDU 5083</i>	FA SP	0
	EDU 5085	Instructional Strategies <i>Prerequisite: EDU 5088</i>	FA SP SU	3
	EDU 5032	Consultation and Collaboration in Inclusive Settings	FA SP	3
	EDU 5371	Technology in Special Education	FA SP SU	2
	EDU 5298	Inclusive Practices in Early Childhood Education	SP	3
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
___ Take NYS EDUCATING ALL STUDENTS test		___ Take the NYS CONTENT SPECIALTY test for Special Education		
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3
	EDU 5428	Student Teaching and Seminar: Special Education: Early Childhood and Childhood <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
___ Child Abuse Seminar		___ Violence Prevention Seminar	___ NYS Certification e-Portfolio	

E403 This program plan is effective for candidates accepted on or after 09/12/2011.

CERT - Special Education: Grades 7-12 Generalist

(29 Credits)

Prerequisites: ___Masters Degree in a functionally related area
 ___Evidence of Prior Certification in Middle Childhood, Adolescence or Secondary Education
 ___EDU 5393 Foundations of Special Education or equivalent course

Program and Certification Requirements:

	Course	Description	Semester	Cr
Entry Level	EDU 5077	Adolescents w/Learning and Behavioral Problems	FA SU	3
	EDU 5130	Classroom Management in Special Education	FA SP SU	3
	EDU 5083	Assessment of Students with Learning and Behavior Problems <i>Prerequisite: EDU 5088</i>	FA SP SU	3
	___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment		___ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	___ Complete EDU 5344 or adolescent development course		___ 6 Credits in English ___ 6 Credits in Science	___ 6 Credits in Math ___ 6 Credits in Social Studies
	EDU 5593	Special Education Midpoint Comprehensive Exam <i>Prerequisites: EDU 5077, EDU 5130, EDU 5083</i>	FA SP	0
	EDU 5XXX	Content Strategies SE Gr 7-12 <i>Prerequisite: EDU 5077</i>	FA SP SU	3
	EDU 5032	Consultation and Collaboration in Inclusive Settings	FA SP	3
	EDU 5371	Technology in Special Education	FA SP SU	2
	EDU 5134	Transition from School to Adult Life	FA	3
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
	___ Take NYS EDUCATING ALL STUDENTS test		___ Take the NYS CONTENT SPECIALTY test in Special Education	
Capstone Level	EDU 5550	Research Seminar in Special Education and Literacy	FA SP	3
	EDU 5563	Student Teaching and Seminar: Special Education: Gr 7-12 <i>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</i>	FA SP	6
	<i>To be completed by the end of student teaching semester:</i>			
	___ Child Abuse Seminar		___ Violence Prevention Seminar	___ NYS Certification e-Portfolio

CERT - Literacy (Grades 5-12)
(25 Credits)

Prerequisites: __Masters Degree in a functionally related area
 __Evidence of Prior Certification in Middle Childhood, Adolescence, Secondary, TESOL
 and/or Special Education

Program and Certification Requirements:

	Course	Description	Semester	Credits
Entry Level	EDU 5406	Language, Literacy and Culture (Gr. 5-12)	FA SP SU	3
	EDU 5396	Theoretical and Historical Foundations of Literacy	FA SP	3
	EDU 5026	Literacy in the Content Areas	FA SP SU	3
	__ Take N.Y. State WRITING SKILLS test __ Take Manhattanville Writing Assessment		__ Fingerprinting	
Intermediate Level	<i>To be completed (at the college level) during the first 18 credits of the program:</i>			
	__ Complete EDU 5344 or other child development course			
	EDU 5612	Assessment and Intervention in Literacy Instruction <i>Prerequisites: EDU 5396, EDU 5406 and EDU 5413</i>	FA SP SU	3
	EDU 5614 OR EDU 5613	Writing Workshop for Teachers and Young People Teaching Writing/Thinking 5-12	SU FA SU	3 3
	EDU 5616	The Study of Literature (5-12)	FA	3
	<i>To be completed by the start of semester prior to student teaching semester:</i>			
	__ Take NYS EDUCATING ALL STUDENTS test		__ Take the NYS CONTENT SPECIALTY test in in Literacy	
Capstone Level	EDU 5098	Literacy Practicum <i>You must notify your advisor the semester before you plan to take this course</i>	FA SP SU	4
	EDU 5414	Organizing and Leading Literacy Programs	SP	3
	<i>To be completed by the end of student teaching semester:</i>			
	__ Child Abuse Seminar		__ Violence Prevention Seminar	

Advanced Certificate - Administration of Physical Education, Athletics and Sport Pedagogy

(12 Credits)

Note: This program does not lead to NYS certification.

Program Prerequisites:

- ___ Masters degree from an accredited institution
- ___ Two letters of recommendation, one from a school leader
- ___ Writing Assessment
- ___ Interview with the Program Director

Program and Certification Requirements:

Course	Description	Semester	Cr
MPE 5560	Issues and Trends in Athletic Administration	SU, FA	1
MPE 5561	Ethics in Athletic Administration	FA	1
MPE 5562	Technology for Athletic Administration	SP, SU	1
MPE 5563	School Health Promotion for Athletic Directors	WI, FA	1
MPE 5564	Safety, Risk Management and Injury Prevention programs	SP	3
MPE 5565	Administrative Issues in Urban Physical Education and Athletics	SP	1
EDAD 5000	Schools as Learning Organizations	FA SP	3
EDAD 5051	Communications and Public Relations	WI	1

E909 (PE Administration) This program plan is effective for candidates accepted on or after 09/12/2011.

MPS - Educational Leadership

(36 Credits) Leading to Certification in School Building Leadership

Program Prerequisites:

- Minimum of 3 years classroom teaching experience
- Bachelors degree
- Two letters of recommendation, one from a school leader
- Writing Assessment
- Interview
- Assessment of technology skills

Program and Certification Requirements:

This program requires the completion of a professional portfolio, at least 80 hours of course-related field experiences and two internships (internship total 400 hours).

- Mandatory New Leadership Student Orientation

	Course	Description	Semester	Cr
Entry Level	EDAD 5000	Schools as Learning Organizations	FA or SP	3
	EDAD 5200	Issues and Trends in Curriculum, Instruction and Supervision	FA or SP	3
	<input type="checkbox"/> Formal matriculation must be completed			
Additional Required Courses	EDAD 5100	Improving Student and Teacher Performance: Assessment in the Learning Organization <i>Prerequisites: EDAD 5000 and EDAD 5200</i>	FA or SU	3
	EDAD 5220	School Law <i>Prerequisites: EDAD 5000, EDAD 5200</i>	SU	3
	EDAD 5221	School Finance and Personnel Management <i>Prerequisites: EDAD 5000, EDAD 5200</i>	SP	3
	EDAD 5222	Practical Leadership Skills in Learning Organizations <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200</i>	FA or SP	3
	EDAD 5009	Technology for Administrators <i>Prerequisites: EDAD 5000, EDAD 5200, Technology pre-assessment</i>	SP SU	3
	EDAD 5008	Ethics and Social Responsibility <i>Prerequisite: EDAD 5000</i>	FA or SP; SU	3
Required Internships	<input type="checkbox"/> Submission of internship proposals (Contact Educational Leadership Department for portfolio guidelines prior to beginning of internship semester.)			
	<input type="checkbox"/> Permanent certification in a teaching field or pupil personnel service			
	EDAD 5501	Community Internship <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220</i>	SU	2
	EDAD 5502	School Internship I <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</i>	FA or SP	2
	EDAD 5502	School Internship II <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</i>	SP or SU	2
Continued on next page:				

Educational Leadership program, Continued from preceding page				
Elective Courses: Select 6 credits	Elective courses: Select 2 of the following courses (6 credits):			
	EDAD 5__	Other Educational Leadership Course (with department chair's approval)	FA SP SU	
	EDU 5__	Other Education Course (with department chair's approval)	FA SP SU	
	EDU 5393	Foundations of Special Education	FA SP SU	3
	EDU 5217	Working with Parents in Inclusive Schools	FA SU	3
	EDAD 5__	Leadership Institutes (possible 1-3 credits)	SU	1-3
	EDAD 5__	Leadership Portfolio Review	FA SP SU	0
Capstone Level	Final Program Completion Requirements: (Contact Graduate Advising Office to arrange exit interview and contact Educational Leadership Department to review portfolio guidelines.)			
	__ <i>Child Abuse Seminar</i> __ <i>Violence Prevention Seminar</i>		__ <i>Exit Interview</i> __ <i>Final Leadership Portfolio Review</i>	

Professional Diploma - Educational Leadership (SBL)
(30 Credits) Leading to Certification in School Building Leadership

Program Prerequisites:

- Minimum of 3 years classroom teaching experience
- Masters degree
- Two letters of recommendation, one from a school leader
- Writing Assessment
- Interview
- Assessment of technology skills

Program and Certification Requirements:

- This program requires the completion of a professional portfolio, at least 80 hours of course-related field experiences and two internships (internship total 400 hours).
- Mandatory New Leadership Student Orientation

	Course	Description	Semester	Cr
Entry Level	EDAD 5000	Schools as Learning Organizations	FA or SP	3
	EDAD 5200	Issues and Trends in Curriculum, Instruction and Supervision	FA or SP	3
	<i>__ Formal matriculation must be completed</i>			
Additional Required Courses	EDAD 5100	Improving Student and Teacher Performance: Assessment in the Learning Organization <i>Prerequisites: EDAD 5000 and EDAD 5200</i>	FA or SU	3
	EDAD 5220	School Law <i>Prerequisites: EDAD 5000, EDAD 5200</i>	SU	3
	EDAD 5221	School Finance and Personnel Management <i>Prerequisites: EDAD 5000, EDAD 5200</i>	SP	3
	EDAD 5222	Practical Leadership Skills in Learning Organizations <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200</i>	FA or SP	3
	EDAD 5009	Technology for Administrators <i>Prerequisites: EDAD 5000, EDAD 5200, Technology pre-assessment</i>	SP SU	3
	EDAD 5008	Ethics and Social Responsibility <i>Prerequisite: EDAD 5000</i>	FA or SP; SU	3
Required Internships	<i>__ Submission of internship proposals</i> (Contact Educational Leadership Department for portfolio guidelines prior to beginning of internship semester.)			
	<i>__ Permanent certification in a teaching field or pupil personnel service</i>			
	EDAD 5501	Community Internship <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220</i>	SU	2
	EDAD 5502	School Internship I <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</i>	FA or SP	2
	EDAD 5502	School Internship II <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</i>	SP or SU	2
	EDAD 5___	Leadership Portfolio Review	FA SP SU	0
Final Program Completion Requirements: (Contact Graduate Advising Office to arrange exit interview and contact Educational Leadership Department to review portfolio guidelines.)				
<i>__ Child Abuse Seminar</i>		<i>__ Exit Interview</i>		
<i>__ Violence Prevention Seminar</i>		<i>__ Final Leadership Portfolio Review</i>		
<i>__ Take NYS CONTENT SPECIALTY test for SBL</i>				

E902 (SBL) This program plan is effective for candidates accepted on or after 09/12/2011.

Professional Diploma - Educational Leadership (SDL, District Athletic Director)

(39 Credits) Leading to Certification in School District Leadership

Program Prerequisites:

- Minimum of 3 years classroom teaching experience and initial certificate in classroom teaching or pupil personnel services
- Masters degree Two letters of recommendation, one from a school leader
- Writing Assessment Interview
- Assessment of technology skills

Program and Certification Requirements:

This program requires the completion of a professional portfolio, at least 80 hours of course-related field experiences and two internships (internship total of 400 hours).

- Mandatory New Leadership Student Orientation
- A passing score on the New York State SDL Content Specialty Test is a completion requirement.

	Course	Description	Semester	Cr
Entry Level	EDAD 5000	Schools as Learning Organizations	FA or SP	3
	EDAD 5200	Issues and Trends in Curriculum, Instruction and Supervision	FA or SP	3
	EDAD 5052	Understanding and Using Research	FA or SP	1
	<i>__ Formal matriculation must be completed</i>			
Additional Required Courses	EDAD 5100	Improving Student and Teacher Performance: Assessment in the Learning Organization <i>Prerequisites: EDAD 5000 and EDAD 5200</i>	FA or SU	3
	EDAD 5220	School Law <i>Prerequisites: EDAD 5000, EDAD 5200</i>	SU	3
	EDAD 5221	School Finance and Personnel Management <i>Prerequisites: EDAD 5000, EDAD 5200</i>	SP	3
	EDAD 5222	Practical Leadership Skills in Learning Organizations <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200</i>	FA or SP	3
	EDAD 5009	Technology for Administrators <i>Prerequisites: EDAD 5000, EDAD 5200, Technology pre-assessment</i>	SP SU	3
	EDAD 5050	Resource Management and Fiscal Accountability	SU	3
	EDAD 5008	Ethics & Social Responsibility <i>Prerequisite: EDAD 5000</i>	FA or SP;SU	3
	EDAD 5051	Communications and Public Relations	WI	1
	LEADERSHIP INSTITUTES (Required: 3 out of 4, for 3 credits)			
	MPE 5560	Issues and Trends in Athletic Administration	SU	1
	MPE 5562	Technology for Athletic Administration	SU	1
	MPE 5563	School Health Promotion for Athletic Directors	WI	1
	MPE 5561	Ethics in Athletic Administration	FA	1
Required Internships	<i>__ Submission of internship proposals (Contact Educational Leadership Department for portfolio guidelines prior to beginning of internship semester.)</i>			
	<i>__ Permanent/Professional certification in a teaching field or pupil personnel service</i>			
	EDAD 5501	Community Internship <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220</i>	SU	2
	EDAD 5503	District Internship <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</i>	FA SP SU	2
	EDAD 5504	Athletic Director Internship <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</i>	FA SP SU	2
	EDAD 5___	Leadership Portfolio Review	FA SP SU	0
Final	Program Completion Requirements: (Contact Graduate Advising Office to arrange exit interview and contact Educational Leadership Department to review portfolio guidelines.)			
	<i>__ Child Abuse Seminar</i>		<i>__ Exit Interview</i>	
<i>__ Violence Prevention Seminar</i>		<i>__ Final Leadership Portfolio Review</i>		
<i>__ Successfully complete CST-SDL</i>		<i>__ Pass NYS CONTENT SPECIALTY test for SDL</i>		

E905 (SDL, District Athletic Leader) This program plan is effective for candidates accepted on or after 09/12/2011.

Professional Diploma - Educational Leadership (SDL)

(36 Credits) Leading to Certification in School District Leadership

Program Prerequisites:

- Minimum of 3 years classroom teaching experience and initial certificate in classroom teaching or pupil personnel services
- Two letters of recommendation, one from a school leader
- Masters degree
- Interview
- Writing Assessment
- Assessment of technology skills

Program and Certification Requirements:

This program requires the completion of a professional portfolio, at least 80 hours of course-related field experiences and 400 hours of internships.

- Mandatory New Leadership Student Orientation
- A passing score on the New York State SDL Content Specialty Test is a completion requirement.

	Course	Description	Semester	Cr
Entry Level	EDAD 5000	Schools as Learning Organizations	FA or SP	3
	EDAD 5200	Issues and Trends in Curriculum, Instruction and Supervision	FA or SP	3
	EDAD 5052	Understanding and Using Research	FA or SP	1
	<i>__ Formal matriculation must be completed</i>			
Additional Required Courses	EDAD 5100	Improving Student and Teacher Performance: Assessment in the Learning Organization <i>Prerequisites: EDAD 5000 and EDAD 5200</i>	FA or SU	3
	EDAD 5220	School Law <i>Prerequisites: EDAD 5000, EDAD 5200</i>	SU	3
	EDAD 5221	School Finance and Personnel Management <i>Prerequisites: EDAD 5000, EDAD 5200</i>	SP	3
	EDAD 5222	Practical Leadership Skills in Learning Organizations <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200</i>	FA or SP	3
	EDAD 5009	Technology for Administrators <i>Prerequisites: EDAD 5000, EDAD 5200, Technology pre-assessment</i>	SP SU	3
	EDAD 5050	Resource Management and Fiscal Accountability	SU	3
	EDAD 5008	Ethics and Social Responsibility <i>Prerequisite: EDAD 5000</i>	FA or SP; SU	3
	EDAD 5053	District Leadership Institute	SU	1
	EDAD 5051	Communications and Public Relations	WI	1
Required Internships	<i>__ Submission of internship proposals (Contact Educational Leadership Department for portfolio guidelines prior to beginning of internship semester.)</i>			
	<i>__ Permanent/Professional certification in a teaching field or pupil personnel service</i>			
	EDAD 5501	Community Internship <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220</i>	SU	2
	EDAD 5503 (1)	District Internship <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</i>	FA or SP	2
	EDAD 5503 (2)	District Internship <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</i>	SP or SU	2
	EDAD 5___	Leadership Portfolio Review	FA SP SU	0
Final Program Completion Requirements:				
(Contact Graduate Advising Office to arrange exit interview and contact Educational Leadership Department to review portfolio guidelines.)				
<input type="checkbox"/> Child Abuse Seminar		<input type="checkbox"/> Exit Interview		
<input type="checkbox"/> Violence Prevention Seminar		<input type="checkbox"/> Final Leadership Portfolio Review		
<input type="checkbox"/> Pass NYS CONTENT SPECIALTY test for SDL				

E905 (SDL, District Athletic Leader) This program plan is effective for candidates accepted on or after 09/12/2011.

Professional Diploma - Educational Leadership (SBL and SDL)

(36 Credits) Leading to Certification in School Building Leadership and School District Leadership

Program Prerequisites:

- Minimum of 3 years classroom teaching experience and initial certificate in classroom teaching or pupil personnel services
- Current leadership position/responsibility within a school district or organization
- Masters degree Two letters of recommendation, one from a school leader
- Writing Assessment Interview
- Assessment of technology skills

Program and Certification Requirements:

This program requires the completion of a professional portfolio, at least 80 hours of course-related field experiences and 400 hours of internships.

- Mandatory New Leadership Student Orientation
- A passing score on the New York State SDL Content Specialty Test is a completion requirement.

	Course	Description	Semester	Cr
Entry Level	EDAD 5000	Schools as Learning Organizations	FA or SP	3
	EDAD 5200	Issues and Trends in Curriculum, Instruction and Supervision	FA or SP	3
	EDAD 5052	Understanding and Using Research	FA or SP	1
	<i>__ Formal matriculation must be completed</i>			
Additional Required Courses	EDAD 5100	Improving Student and Teacher Performance: Assessment in the Learning Organization <i>Prerequisites: EDAD 5000 and EDAD 5200</i>	FA or SU	3
	EDAD 5220	School Law <i>Prerequisites: EDAD 5000, EDAD 5200</i>	SU	3
	EDAD 5221	School Finance and Personnel Management <i>Prerequisites: EDAD 5000, EDAD 5200</i>	SP	3
	EDAD 5222	Practical Leadership Skills in Learning Organizations <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200</i>	FA or SP	3
	EDAD 5009	Technology for Administrators <i>Prerequisites: EDAD 5000, EDAD 5200, Technology pre-assessment</i>	SP SU	3
	EDAD 5050	Resource Management and Fiscal Accountability	SU	3
	EDAD 5008	Ethics and Social Responsibility <i>Prerequisite: EDAD 5000</i>	FA or SP; SU	3
	EDAD 5053	District Leadership Institute	SU	1
	EDAD 5051	Communications and Public Relations	WI	1
Required Internships	<i>__ Submission of internship proposals (Contact Educational Leadership Department for portfolio guidelines prior to beginning of internship semester.)</i>			
	<i>__ Permanent/Professional certification in a teaching field or pupil personnel service</i>			
	EDAD 5501	Community Internship <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220</i>	SU	2
	EDAD 5502	School Internship <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</i>	FA or SP	2
	EDAD 5503	District Internship <i>Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</i>	SP or SU	2
	EDAD 5___	Leadership Portfolio Review	FA SP SU	0
Final Program Completion Requirements: (Contact Graduate Advising Office to arrange exit interview and contact Educational Leadership Department to review portfolio guidelines.)				
<i>__ Child Abuse Seminar</i>		<i>__ Exit Interview</i>		
<i>__ Violence Prevention Seminar</i>		<i>__ Take NYS CONTENT SPECIALTY test SBL</i>		
<i>__ Final Leadership Portfolio Review</i>		<i>__ Pass NYS CONTENT SPECIALTY test SDL</i>		

E905 (SDL, District Athletic Leader) This program plan is effective for candidates accepted on or after 09/12/2011.

Certificate of Advanced Study - Teacher Leaders

(15 Credits)

Note: This program does not lead to NYS classroom teaching certification.

Program Overview:

This program hopes to support Teacher Leaders who are in formally designated leadership positions, those who assume informal leadership roles, and those teachers who would like to assume a leadership role in their schools.

Program-Specific Admissions Requirements:

Individuals must meet the following Admissions requirements:

1. Hold a bachelors degree in the field of education from an accredited institution of higher education and be a provisionally certified educator.
2. Substantiate leadership potential or past leadership role through two letters of recommendation from an organizational leader and a colleague.
3. Prepare an initial program application essay that demonstrates leadership involvement to support teaching and learning in schools.

In addition, please see “Eligibility for Admission” in the front of the Graduate Catalog

Program Prerequisites:

__Provisional Teacher Certification

Program Requirements:

	Course	Description	Semester	Cr
	EDAD 5002*#	Teacher Leader within the Learning Organization	FA or SP	3
	EDAD 5005*#	Supporting Student Learning as a Teacher Leader	FA or SP	3
	EDAD 5003*	Communicating Effectively as a Teacher Leader	SP or SU	3
	EDAD 5010*#	Monitoring Student Learning as a Teacher Leader	FA or SP	3
	EDAD 5011*	The Teacher Leader: Making Effective Decisions and Solving Problems	SP or SU	3
	__Complete Exit Interview			

*Course may be transferred into Educational Leadership Masters program for School Building Leaders

#Course may be transferred into Educational Leadership Professional Diploma program

EDAD 5010 may be counted as equivalent to EDAD 5100 in those programs.

EDAD 5005 may be counted as equivalent to EDAD 5200 in those programs.

EDAD 5002 may be counted as equivalent to EDAD 5000 in those programs.

EDAD 5003 may be counted as an elective in the Masters program for School Building Leaders.

EDAD 5011 may be counted as an elective in the Masters program for School Building Leaders.

Certificate of Advanced Study - School District Leader

(11 Credits)

Program Overview:

This program is designed for candidates who hold SAS or SBL certificates, who are in formally designated leadership positions, and who have remained current in their own professional development.

Program-Specific Admissions Requirements:

Individuals must meet the following Admissions requirements:

1. Hold a masters degree in the field of education from an accredited college
2. Submit proof of SAS or SBL certification
3. Substantiate leadership potential or leadership roles through two letters of recommendation, one from a current school leader
4. Complete a writing assessment
5. Have an interview focusing on prior experience and currency of preparation
6. Submit evidence of administrative or teacher leader position

Program Requirements:

__ Individualized transcript review

	Course	Description	Semester	Cr
	EDAD 5050	Resource Management and Fiscal Accountability	SU	3
		SPECIAL FOCUS SEMINARS with independent study option for targeted growth areas		
	EDAD 5__	Collective Bargaining	FA or SP	1
	EDAD 5__	Personnel Management	SU	1
	EDAD 5__	School Law	SU	1
	EDAD 5__	Curriculum Development	FA or SP	1
	EDAD 5__	Communications and Public Relations	WI	1
	EDAD 5__	Governance	FA or SP	1
	EDAD 5503	District Internship	SU	2
	EDAD 5__	Leadership Portfolio Review	FA SP SU	0
	Additional Completion Requirements:			
	__ Complete Exit Interview		__ Pass NYS CONTENT SPECIALTY test SDL	

Certificate of Advanced Study - Bilingual Education (Childhood/Spanish)

Leads to Bilingual Annotation for individuals certified at any level in Childhood or Elementary Education in Spanish

(15 credits)

Program Overview:

This program is designed for candidates who have a valid NYS certificate in Elementary or Childhood Education, are fluent in Spanish and hold a Masters degree, who want to become eligible to teach in bilingual classrooms in Spanish.

Program-Specific Admissions Requirements:

- A masters degree
- Proof of certification in Elementary or Childhood Ed
- Score of Advanced-Low or above on ACTFL O.P.I.

Program and Certification Requirements:

- Manhattanville Writing Assessment

	Course	Description	Semester	Cr
	EDU 5016	Foundations of Bilingual Education	FA SP	3
	EDU 5216	Cultural Perspectives for Educators	FA SU	3
	EDU 5365	Teaching Literacy for English Language Learners	SP	3
	EDU 5554	Teaching in a Bilingual Context	FA SU	3
	EDU 5555	Teaching Content in a Bilingual Context	SP SU	3
Additional Certification Requirements: <input type="checkbox"/> NYS Bilingual Education Assessment If not previously completed: <input type="checkbox"/> Fingerprinting <input type="checkbox"/> Child Abuse <input type="checkbox"/> School Violence Prevention				

This program plan is effective for candidates accepted after 09/12/2011.

Course Descriptions

EDAD 5000

Schools As Learning Organizations

This course introduces the basic vision of the MPS program: to develop in participants the ability to view schools and school districts as systems that have the capacity to become Learning Organizations. Researcher Peter Senge's five disciplines (systems thinking, personal mastery, mental models, shared vision, and team learning) are explored in depth with practical applications for participants' organizational contexts.

Credits: 3

EDAD 5002

Teacher Leader Within the Learning Organization

This course introduces the basic vision of the Educational Leadership program: to develop in participants the ability to view schools and school districts as systems that have the capacity to become Learning Organizations. Specific emphasis is placed on leadership self-assessment, means to develop and support productive teams, practical application in facilitating effective meetings, and the ability to differentiate roles and responsibilities in leading school improvement work.

Credits: 3

EDAD 5003

Communicating Effectively As a Teacher Leader

This course supports the development of effective communication and human relations skills that are crucial to the Teacher Leader role by examining the practical interplay between the two in a variety of situations. Specific attention will be directed to understanding the theory and practice of conflict resolution and adult learning theory. Through case simulations and field-based work, Teacher Leaders will apply their understanding to support day-to-day communications and interactions with colleagues and other school community constituents.

Credits: 3

EDAD 5005

Supporting Student Learning As a Teacher Leader

This course examines contextual issues, current trends, and research-based educational practices that teacher leaders must consider when engaged in school improvement efforts that target curricular and instructional innovations. Through action research, teacher leaders will study the effectiveness of targeted "best practices" in their school settings. Individuals will examine their leadership roles and practice different ways to support their colleagues' instructional effectiveness in the classroom.

Credits: 3

EDAD 5008

Ethics & Social Responsibility

This course examines the ethical foundations of educational activity, the relationship between school and society, the role of ethical judgment in educational decisions, and the relationship of ethics and social responsibility to organizational performance. Emphasis is placed on authentic, contemporary problems experienced in education, business, and society through the use of case studies, role-playing and simulation. Students will develop a character education school action plan.

Credits: 3

EDAD 5009

Technology for Administrators

This course strives to prepare current/prospective K-12 administrators to use information technologies effectively and efficiently in order to support student learning and professional productivity. This hands-on course is designed to move participants from theory to practice and to assist them in the application of technology skills and knowledge that will support the needs of their current school communities and future leadership settings.

Credits: 3

EDAD 5010

Monitoring Student Learning As a Teacher Leader

This course provides teacher leaders with a vision and an understanding of their roles in supporting their colleagues to improve student performance through appropriate structures that foster collegial exchange and ongoing assessment that informs instructional practice. Specific attention will be directed to principles behind authentic, performance-based assessment, skills in developing standards-based performance tasks, implications for curriculum planning and school improvement, and formal and informal techniques for collecting and analyzing student work. Simulating grade-level meetings, students will work in teams to analyze student assessment practices, to create assessment tasks, and to develop assessment guided programs.

Credits: 3

EDAD 5011

Teacher Leader: Making Decisions & Solving Problems

This course views the Teacher Leader as a change agent who has the potential to impact the school system when equipped with specific knowledge and skills that are often limited to administrator preparation. After laying a foundation of an effective problem solving and decision making process, case application will support issues that teacher leaders are confronting in their school sites. Integral to making effective, ethically sound decisions, is enhancing understanding of the implications of statutory and regulatory requirements and related school policies in the day-to-day operation of schools. Knowledge and application of budget development and resource allocation will support Teacher Leaders as they initiate special curricular or instructional projects at their schools.

Credits: 3

EDAD 5012

Critical Issues: Legal/Financial

Given the current financial constraints that school districts are encountering, the question becomes, "How can we maintain quality while making necessary reductions in the budget to satisfy the overburdened taxpayer?" This institute will take a problem-based approach that draws upon participants' experiences and concerns, focusing on how to make effective decisions that involve key constituents in the process. Attention will be placed on the interaction between pressing fiscal and legal challenges that include: special education services, contractual constraints, restructuring and reevaluation, shortfalls in revenue including reductions in state aid and the interpretation of recent cases and regulations.

Credits: 1

EDAD 5019

Human Resource Issues

This institute will take a problem-based approach, drawing upon current issues that school leaders are encountering. Specific focus will be placed on the impact of the current fiscal environment and significant budget cuts on organizational personnel. Legal issues will be integrated in the discussion, especially as relates to recruitment and selection of employees. Case scenarios will provide direction for making effective decisions and related HR communications. The institute will include an interactive labor relations component addressing issues of negotiations and grievances. Participants will be prepared to deal with discipline and employee discharge cases.

Credits: 1

EDAD 5030

Integrating Information and Academic Technologies Into Educational Practice And Professional Life

Students will explore how information technologies can be effectively used in PK-12 education and how leaders can support technology integration in schools. Students will investigate the use of technology to support student-centered teaching and learning and to support school and district level planning and evaluation. Students will begin to master a set of computer-based tools that support the professional work of teachers and education leaders, including Sakai, Moodle, WordPress, Blackboard, collaborative writing tools, project management and collaboration tools, electronic search tools, social network tools, and information search tools.

Credits: 3

EDAD 5035

Change and Innovation in Dynamic Suburbs and Small Cities

An exploration of the major conceptual and theoretical frameworks for leading efforts to support change and innovation in educational institutions. Students will conduct case studies and create a plan for change in an educational organization.

Credits: 3

EDAD 5050

District Leadership:resource Allocation & Financial Accountability

This seminar will involve other district leaders in the field who will address current workplace challenges related to resource allocation and fiscal accountability. Emphasis will be placed on developing sound business practices and policies that are consistently applied throughout the district. Emphasis will be placed on involving and empowering all school and district leaders in the creation and monitoring of the district finances and resources to support effective and equitable use of time, money and human resources. Other related areas of concentration will include negotiating and collective bargaining, facilities management, and management of transportation, food services and purchasing. Case study analysis will provide a primary tool to support fiscal accountability and ethical decision making.

Credits: 3

EDAD 5051

Enhancing Communications and Public Relations With a Diverse Constituency

With education receiving increasing public attention and decreasing local fiscal support, public relations becomes a critical area of importance for school district leaders. This course will examine both internal and external communications by utilizing a problem-based approach to analyzing specific current issues and developing a strategic communications plan. Through the use of case studies, mock simulations, and role play, Leadership Candidates will apply exemplary communications models and practices that are drawn from business and education.

Credits: 1

EDAD 5052

Understanding and Using Qualitative And Quantitative Research in Schools

The research seminars will be taken early in the program in conjunction with courses that have field assignments that require application of varied research methodologies that will be useful for school districts.

Credits: 1

EDAD 5053

District Leadership Institute

District Institutes will provide highly interactive, practical forums that bring together practitioners and Leadership Candidates from the SDL program. Each institute will target role-alike professionals to promote dialogue and problem solving around common issues.

Credits: 1

EDAD 5100

Improving Student and Teacher Performance: Assessment in the Learning Organization

This course provides school leaders with a vision and an understanding of their role in assessing and improving teacher and student performance. Specific attention will be directed to principles behind authentic, performance-based assessment, skills in developing standards-based performance tasks, implications for curriculum planning and school improvement, and formal and informal techniques for collecting and analyzing student work and measuring teacher effectiveness. Students will work individually and in teams to analyze current teacher and student assessment practices, to create assessment tasks, to develop assessment guided programs, and to demonstrate understanding of differentiated teacher evaluation practices.

Credits: 3

EDAD 5200

Issues & Trends in Curriculum, Instruction & Supervision

This course examines contextual issues, current trends, and promising educational practices that school leaders should consider when embarking on curricular and instructional design changes. Curriculum development will be examined by evaluating the structure and content of the curriculum, the effectiveness of the delivery system, its overall alignment with the school system's learning priorities, and the corresponding relationship between curricular priorities and teacher professional development and supervisory practices. Effective instructional design that supports differentiation, integrates learning and child development theories, and proven best practices will be emphasized.

Credits: 3

EDAD 5220

School Law

This course is designed to familiarize students with the basic legal principles governing the structure and operation of public and non-public schools and the legal problems encountered in the day-to-day operation of schools. It is designed to give students an understanding of statutory and regulatory requirements of schools as well as the ethical standards required for effective leadership. Students will be exposed to practical implementation of the law through policy development and other strategies to resolve conflict and effect change.

Credits: 3

EDAD 5221

Schools, Finance & Personnel Management

This course combines an introduction to sound business practices in schools that includes basic accounting and budget procedures and provides an overview of basic personnel functions such as hiring, supervision, termination, and collective bargaining. The influence of larger contextual issues that include economic, political, and demographic factors in the financing of education will be explored.

Credits: 3

EDAD 5222

Practical Leadership Skills in Learning Organizations

This course develops practical management and human relations skills that are crucial to successful leadership in the field. Current leadership theories will be studied and applied to an analysis of workplace needs. Using case studies as a tool for analysis, students will work both individually and as a member of a team to develop their problem solving skills, to enhance their understanding of group dynamics and teamwork, to strengthen their skills at negotiating and to experience the realities of the change process.

Credits: 3

EDAD 5225**National Principals Leadership Institute**

In this age of accountability, standards, and high-stakes testing, the challenges for school leaders have become even greater. The National Principals Leadership Institute will address these concerns by connecting superintendents, district staff, principals, assistant principals, and aspiring leaders with nationally prominent presenters in a problem-based learning model. The Institute will be held at Fordham University 146s Lincoln Center Campus. In order to take this course for credit, requirements include completion of prior class work during May/June and commitment to attend and actively participate during the week of the Institute in July.

Credits: 3**EDAD 5501****Community Internship**

The Community internship experiences provide substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will work a minimum of 100 hours in a community setting and attend seminars.

Credits: 2**EDAD 5502****School Internship**

The School internship experiences provide substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will complete a minimum of 300 hours in a public or non-public school setting. Students in full-time employment should be able to complete this requirement in their own schools or districts by arranging a special schedule with their principal, head of school, or superintendent.

Credits: 2**EDAD 5503****District Internship**

The District internship experience provides substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will complete a minimum of 300 hours in a public or non-public school setting at the level of the school district. Students in full-time employment should be able to complete this requirement in their own districts by arranging a special schedule with their principal and/or superintendent.

Credits: 2**EDAD 5504****Athletic Director Internship**

The Athletic Director internship experience provides substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will complete a minimum of 300 hours in a public or non-public school setting, in a project involved with physical education and the athletic directorship. Students in full-time employment should be able to complete this requirement in their own schools or districts by arranging a special schedule with their principal, athletic director and/or superintendent.

Credits: 2**EDU 0010****Writing Tutorial in Education**

This course refreshes the student's knowledge of the basics. In a small group and individualized setting, critical issues pertaining to writing essays of the type considered standard in the teaching profession are revisited. Writing skills fundamental to the successful completion of both the ATS-W and the School of Education Comprehensive Examination are sharpened.

Credits: 0**EDU 5000****Foundations of Education**

This introductory course provides an overview of the field of American education. It investigates major issues, which have affected learning and teaching in the U.S. Through active class involvement, the learning/teaching dyad, its social, political, economic antecedents and possible consequences are analyzed. Field experience required.

Credits: 3**EDU 5013****Mathematics for the Learning Disabled Student Special Education Course**

This course is for both regular and special educators, and will explore topics in understanding the nature of math disabilities, construction and administering assessment instruments, developing instructional strategies and materials, evaluating the results of instruction, and managing the classroom. (Special Ed Course)

Credits: 3**EDU 5016****Foundations of Bilingual- Bicultural Education**

Develop a basic understanding of language and cultural diversity including aspects of sociolinguistics and multicultural education. Learn specifically about social and pedagogical issues regarding bilingual and total immersion curricula in the United States.

Credits: 3**EDU 5017****Foundations of Early Childhood Education**

An introduction to the historical, philosophical, and cultural roots of early childhood education including traditional, current and innovative models for early childhood programs. Field experience required.

Credits: 3**EDU 5026****Literacy in the Content Areas**

Learn to integrate literacy with English, Social Studies, Science, Mathematics and The Arts so that students can effectively construct meaning from informational texts. Teachers develop strategies based on current theory and practice to teach comprehension, vocabulary and study skills. Students acquire an integrated and balanced approach for improving literacy at the elementary, middle and high school levels. (Literacy Course)

Credits: 3

EDU 5027**Advanced Practicum: Teaching Literacy To Students With Learning & Behavior Problems**

This course focuses on the literacy problems of special education students. Participants will assess, develop instructional goals and objectives, plan and implement lessons with a student with literacy learning problems, and evaluate and reflect upon that instruction. Class discussion content will include informal instruments to assess reading and writing, the instructional methods to address student needs, and the articles and research that relate to that instruction. (Literacy and Special Ed Course)

Credits: 3**EDU 5032****Collaboration and Consultation in Inclusive Setting Spec. Ed. Course**

The course will examine the need for collaboration between teachers of children with both typical and special education needs. Students will become knowledgeable of state and federal laws which establish special education services (NCLB) as well as accommodations for those individuals who require instructional modifications and do not clearly fit into one of the IDEA classifications (section 504). They will become familiar with the characteristics of the major disability areas identified by law and the modifications of instruction and classroom setting necessary to meet the individual's needs. This will include those practices for planning and designing co-teaching and collaboration which have been shown to be effective in the collaborative setting. Classroom management needs and individualization of instruction of children in the inclusive setting will be addressed with emphasis placed upon the importance of using positive behavioral supports.

Credits: 3**EDU 5033****The Arts in Education**

Select and maximize appropriate arts experiences from the full range of cultural resources available. Explore a variety of art forms to infuse arts activities into the curriculum.

Credits: 3**EDU 5077****The Adolescent With Learning and Behavior Problems Special Education Course**

The course will examine the academic, social and emotional needs of the adolescent with learning and behavioral problems. The focus will be on remediation, program development, compensatory techniques and social adjustment. Field experience required. (Special Ed Course)

Credits: 3**EDU 5083****Assessment of Students With Learning And Behavioral Problems Special Education Course**

This course is designed to provide an intensive study of the assessment process as it relates to the special education teacher. Students will learn the purpose of assessment, measurement concepts and technical adequacy and experience how to administer and interpret test data. Students will explore ways to communicate assessment information and assessment issues related to I.D.E.A. The focus will be on a combination of formal and informal assessment strategies. Teacher candidates will prepare a final report dealing with a comprehensive assessment to include the creation of an I.E.P. for a student with a disability. As part of a formative process, the required portfolio will be reviewed as part of the course. Field experience required. (Special Ed Course)

Credits: 3**EDU 5085****Instructional Strategies for Students With Learning and Behavior Problems - Spec. Ed.**

Examine the instructional strategies for students with learning disabilities. Cover topics including: language, reading, written expression, mathematics, behavior management, social inter-action, alternative evaluation techniques and criteria. (Special Ed Course)

Credits: 3**EDU 5088****Introduction to Students With Learning And Behavior Problems - Special Education Course**

This course will provide an introduction to the field of learning disabilities and behavior problems for classroom teachers and psychologists in both regular and special education. We will identify the social, emotional and learning characteristics of children diagnosed as having behavior problems, brain-injured, neurologically impaired or learning disabled. We will explore perceptual disabilities, language, motivational and behavioral aspects of children who have learning and behavior problems. In addition, we will consider effective instructional methods for these students and the school settings in which they appear to learn well. The instruction strategies employed in teaching this course will include cooperative learning, lecture, discussion, role-playing, individual project presentations and videotape. The portfolio will be introduced. Field experience required. (Special Ed Course)

Credits: 3**EDU 5094****Behavior Analysis of Special Needs Students Special Education Course**

Utilize information on the basic principles of applied behavior analysis. Contrast behavioral teaching methods with alternative management techniques and learn practical suggestions for implementing behavioral management programs in special education and regular classrooms. (Special Ed Course)

Credits: 3**EDU 5098****Literacy Practicum**

This course is the second part of a two-part practica sequence. Candidates work with children who have a variety of literacy needs in a supervised, clinical setting. Emphasis is placed on: a sound understanding of the reading and writing processes; the effect of teacher theoretical orientation to literacy assessment, instruction, choice of materials and students' view of reading and writing. (Literacy Course)

Credits: 4**EDU 5107****Childhood Mathematics Methods**

Focus on methods and materials for teaching mathematics to elementary students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving. Demonstrate skills for applying relevant mathematic education research in the classroom.

Credits: 3**EDU 5108****Childhood Science Methods**

Learn process skills and content for elementary science programs. Participate in direct, hands-on experiences as well as lecture and discussion. Develop a science unit.

Credits: 3**EDU 5109****Childhood Drug Methods**

Learn process skills and content for elementary science programs. Participate in direct hands-on experiences as well as lecture and discussion. Develop a science unit. Examine a drug education segment, which conforms to the New York State Curriculum regulations. Field experience required.

Credits: 0**EDU 5112****Childhood Methods for Social Studies**

Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context.

Credits: 3

EDU 5113**Childhood Methods for the Arts**

Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Use differential instruction to meet the needs of all learners. Demonstrate skills for applying relevant social studies education research in the classroom. Field experience required.

Credits: 0

EDU 5128**Dynamics of a Middle School**

This course introduces the basic vision of the MPS program: to develop in participants the ability to view schools and school districts as systems that have the capacity to become Learning Organizations. Researcher Peter Senge's five disciplines (systems thinking, personal mastery, mental models, shared vision, and team learning) are explored in depth with practical applications for participants' organizational contexts.

Credits: 3

EDU 5130**Classroom Management: Special Ed Special Education Course**

This course focuses on a theoretical and practical approach to classroom management, organization and discipline. It includes an analysis of the way these issues relate to the nature of learning and classroom interactions. Methods and techniques of effective teaching will be addressed, including organizing the classroom environment to include different learning styles, multilevel instruction, managing cooperative learning groups, preventive, supportive and corrective discipline, behavior modification, self-management techniques and assessment. Teacher candidates will prepare a classroom management plan. Field experience required. (Special Ed Course)

Credits: 3

EDU 5134**Transition From School to Adult Life Special Education Course**

Explore the issues faced by youth as they make the transition from school to employment and adult life and the competencies needed by professionals responsible for implementing transition services. Examine the transition services initiative (its history and legislation), theoretical and existing models of service delivery, characteristics of the population receiving transition services, strategies for building collaborative relationships among agencies and personnel, and strategies for planning and implementing instruction. Field experience required. (Special Ed Course)

Credits: 3

EDU 5157**Expository Writing Instruction Special Education Course**

Learn strategies for teaching expository writing skills as presented in the Basic Writing Skills program. Topics include the development of complex sentences, outlines, paragraphs and compositions as well as revising and editing. (Offered at Windward School). (Special Ed Course)

Credits: 1

EDU 5170**Changing Ideas in Museum Education Education Course**

Explore the field of contemporary museum education and link curriculum development with actual words of art. Investigate the significance of visual literacy and aesthetic education in the field of museum education. Focus on the relationship between schools and museums. Spend a full day on site at the Metropolitan Museum of Art followed by two sessions at Manhattanville.

Credits: 1

EDU 5200**Structure of English**

Review English grammar for the purpose of developing classroom activities and materials for the teaching of semantics, syntax, morphology and phonology of English to students with limited proficiency. Field experience required.

Credits: 3

EDU 5201**Principles Lang Learning & Teach**

Explore recent research on the psychological, cultural, and related factors that influence the acquisition of a second language, including: linguistics and cognition, first- and second-language acquisition and social and affective variables in language learning. A foundation course is taken at or near the beginning of the program. Field experience required.

Credits: 3

EDU 5202**Intro to Lang/Linguistics**

Explore the universal underlying logical structure of human languages. Discuss phonological, morphological, syntactic, and semantic patterns found in language. Consider the evolution and psychology of language. Field experience required.

Credits: 3

EDU 5204**Methods & Materials Sec Lang I**

Integrate language learning and theory into classroom practice. Develop instructional techniques and survey materials for promoting the four language skills of listening comprehension, speaking, reading and writing. Field experience required.

Credits: 3

EDU 5205**Cult & Lit in Comm Curr**

Focus on developing methods for sensitizing and guiding students from awareness to appreciation of a second language/culture. Prepare required lesson and unit plans for teaching both culture and literature. Field experience required.

Credits: 3

EDU 5207**Testing and Evaluation in a Second Language**

In this course we will explore recent developments in both standardized and classroom testing and evaluation for both foreign languages and English as a Second Language. Topics will include Standards and oral proficiency testing, alternative assessment, including rubrics, informal assessment and classroom test design, among others.

Credits: 3

EDU 5211**Intro to Multicultural Classroom**

Evaluate the influence of race, gender, ethnicity, religion, and economic status on teaching and learning. Design strategies for developing curriculum, instructional materials, teacher behaviors, and school climate more supportive of the objectives of multicultural education and for providing all students with a global perspective. Field experience required.

Credits: 3

EDU 5215**Teaching ESL in Content Areas**

Focus on second language teaching techniques to improve an LEP student's proficiency in understanding content area subjects. Learn from required lesson and unit plans and peer teaching. Field experience required.

Credits: 3

EDU 5216**Cult Perspectives for Educators**

Utilize basic anthropological, psychological and historical principles for understanding cultural problems faced by non-native learners of English. Investigate the cultural background of various communities represented in New York State including selected Asian, Mediterranean and Spanish-speaking societies. Field experience required.

Credits: 3

EDU 5217**Working With Parents in Inclusive Schools
Special Education Course**

This course will develop strategies for more effective parent involvement in school programs. The focus will be on the particular needs and concerns of the parents of students with disabilities and will address broader parent involvement issues such as home/school communication and parent involvement. Field experience required. (Special Ed Course)

Credits: 3**EDU 5225****Supervising Teaching: a Collaborative
Approach to Student Teaching Prep**

As a teacher seeking professional development, learn from a classroom teacher, a school administrator and a college faculty member. Consider a collaborative model for student teacher supervision and learn from collaborative teaching. With an interest in serving as a supervising teacher and upon completion of this course, you will be included in the student teacher placement directory which is distributed to participating colleges.

Credits: 3**EDU 5226****The Teacher As Researcher**

Focus on the importance of research in the improvement of educational practice. Examine basic and applied research in the context of research methods. As a consumer of research, gain an understanding of the practical application of the scientific method and other forms of disciplined inquiry to the process of dealing with everyday problems in the classroom. The study and application of research to educational problems in a particular classroom setting will be conducted for the purpose of trying to improve local classroom practices.

Credits: 2**EDU 5237****Problem Solving in Mathematics**

Develop vital skills for teaching and critical thinking across the curriculum through mathematical problem-solving strategies. Recognize and construct connections across mathematical ideas as you solve problems using tools from counting strategies, algebra; Euclidean, transformational and coordinate geometry; matrices; finite graphs and trees. Examine connections between problem solving; listening, speaking, reading and writing skills; and secondary mathematics. Identify and create problem solving materials and assessments for students within the full range of abilities. Field experience required.

Credits: 3**EDU 5238****Internship/Practicum & Sem ESL**

As a matriculated student in the MPS in ESL program, option 2, experience fieldwork in ESL classrooms coupled with a weekly seminar. Explore how to integrate ESL programs into private, adult and non-American settings. Prerequisites: Completion of all required courses in program (one elective may be taken concurrently) and approval of the Director of Field Placement, Certification and Community Outreach. Note: Plans must be made a semester in advance. Individual evaluation determines number of credits.

Credits: 3**EDU 5240****Teach Writing: a Process Approach Literacy
Course**

This course offers the opportunity to develop an understanding of current research related to the teaching of writing and to apply the writing process in teaching writing in the classroom. Special emphasis will be placed on personal writing experiences, including: topic selection; drafting; conferencing; revising; editing and publishing. Other topics include: responding to student writing and evaluation; writing in various genres and about various subjects; motivating student to write; and management of writing workshops. Field experience required.

Credits: 3**EDU 5245****Methods of Teaching Foreign Language In
the Grades**

Explore theory and methods of teaching foreign language and culture in elementary school programs. Focus on the development of language skills in a communicative setting. Identify topics and language uses, which are relevant to various age groups and define the proficiency level appropriate for each group. Learn from special presentations by experienced teachers of exploratory, immersion, and early middle school programs. This 45-hour NYS-approved course is required for extension of second language certificates to K-6. Field experience required.

Credits: 3**EDU 5259****Young Writers Workshop Literacy Course
Childhood Through Adulthood Special
Education & Literacy Course**

This Summer Session course is designed to provide hands-on experience in the developmental teaching of writing to elementary and secondary students. Emphasis is placed on building inviting, creative, interactive environments in which the developmental needs of the child are always considered. Young people will explore topics of their own choosing and learn exciting techniques for creating, developing, revising and editing their own work. Student work will be published in a course booklet. This course serves as a writing practicum for Manhattanville teachers.

Credits: 2**EDU 5260****Seminar on Child Abuse**

In a two-hour seminar, students will develop skills enabling them to recognize and report child abuse.

Credits: 0**EDU 5272****The Holocaust in the English & Social
Studies Classroom**

Examine pedagogical approaches to the Holocaust for educators at the middle and high school levels. Gain a historical overview and introduction to the vocabulary of the Holocaust, and discuss various uses of survivor testimony, sample assessments, and the literary responses to the Holocaust. Address the relevance of the Holocaust for students in the twenty-first century and evaluate the suitability of various Holocaust texts for classroom use. Examine texts, videos and resources of the United States Holocaust Memorial as you learn how to create and implement a Holocaust instructional unit.

Credits: 3**EDU 5274****Methods Teaching Literacy II**

The second part of Literacy methods courses that provides an understanding of research-based best practices in literacy instruction. Apply strategies and materials used in a comprehensive, balanced literacy program. Examine models of thematic units that integrate literacy with content areas. Construct a unit of study that demonstrates the ability to evaluate and select strategies that integrate a variety of texts across disciplines to meet the needs of diverse learners. (Literacy Course)

Credits: 3

EDU 5295**Teaching Health/Physical Education And Family/Consumer Education**

Examine the characteristics of positive and negative health behaviors while learning appropriate reinforcement and prevention strategies. Learn methods of teaching physical education skills at the childhood level. Focus on current issues in family and consumer science. Field experience required. (Special Ed Course)

Credits: 1**EDU 5297****Information Literacy for Educators**

Learn ways to effectively access information using computerized indexes, full text databases, book resources and the Internet. Develop skills to critically evaluate each information source and to implement search strategies to narrow the focus of research. Upon completion of the course, continue to use your knowledge of information literacy for lifelong professional and personal pursuits.

Credits: 1**EDU 5298****Inclusive Practices in Early Childhood Education**

This course will explore historical antecedents to early childhood education and trace their influences on contemporary inclusive classrooms. This course will examine instructional programs and practices to include classroom management techniques, designed to provide a challenging learning environment to children with diverse learning characteristics. Collaborative models will be discussed. An Individual Family Service Plan will be designed. Field experience required. (Special Ed Course)

Credits: 3**EDU 5307****Observing, Assessing and Understanding Child Development: Birth -Grade 2**

Investigate formal and informal methods of assessing student learning including observational techniques; and evaluate one's own instructional practice. Develop skill in using information gathered through observation and assessment to plan and modify instruction. Field experience required.

Credits: 3**EDU 5316****Beyond Teaching: Organizational And Management Strategies for the Beginning Art Teacher**

Become familiar with resources that will help teach to the New York Standards in the Visual Arts, including museums, the Internet and professional organizations. Develop strategies for organizing the art classroom and managing student learning and behavior. Learn how to develop budgets for elementary and secondary art programs and arguments for promoting the arts in the schools. Create lesson plans for teaching art history as well as various art techniques. Field experience required.

Credits: 3**EDU 5323****The Integrated Curriculum in ECE I: Math, Science and Technology**

Examine the evolving early childhood curriculum. Focus on the design of curricula that integrate language arts, mathematics, science, instructional and assistive technology, and expressive arts in a holistic framework. Examine numerous research-validated instructional strategies for teaching students with the full range of abilities. Field experience required.

Credits: 3**EDU 5327****Writing Workshop for Teachers**

The Writers Workshop for Teachers establishes a community of writers with a common purpose: to create a supportive environment where teachers can work and write in the company of published authors. Based upon the belief that professional writers can make a unique contribution to the teaching of writing, teachers learn to use writer's tools more effectively and heighten their sensibilities to form and craft by examining the work of contemporary authors. With the instructors and peer writers in this intensive workshop, students will learn how to invent, develop and revise material as well as to write for publication. Students develop a repertoire of techniques to take into real field assignments in EDU 5259 (Young Writer's Workshop). Teachers develop a portfolio of work-in-progress and publish in the Workshop literary magazine.

Credits: 3**EDU 5331****The Middle School: New Insights**

Examine factors that affect the middle school learner's success and methods that facilitate this success. Topics will include the physical, emotional, moral and cognitive changes that occur in early adolescence, the middle school curriculum, learning styles in early adolescence, the school as a learning community, team teaching, classroom management, and the organizational behavior and structure of the middle school.

Credits: 3**EDU 5339****Teaching Geography in the Social Studies Classroom**

Learn about methods for teaching key geographic concepts in the K-12 social studies curriculum. Explore ways to encourage students to use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live including the distribution of people, places and environments over the Earth's surface.

Credits: 1**EDU 5344****Child Development and Learning**

Learn about the developmental milestones of childhood and adolescence. Explore ways in which the cognitive, emotional/ social, motor and linguistic aspects of student development influence the curricular and instructional choices that teachers make. Satisfies prerequisite requirement.

Credits: 3**EDU 5352****Historical Linguistics**

By learning and applying the fundamental methods of linguistic reconstruction, participants investigate the history of languages and extrapolate into their futures. Concentration will be on the Indo-European language family and within that, the Germanic branch that includes English. Depending on class interest, other families (Romance, Japanese, etc.) can and will be discussed. There will be a survey of languages of unusual histories: mixed languages, pidgins and creoles, lingua francas, signed languages, and others. From Proto-World to Proto-Indo-European to World Englishes. (Review the structure of language and your grammatical terms along the way!)

Credits: 3**EDU 5359****Problem-Based Learning**

In this course, we will explore the promises and challenges of Problem-Based Learning (PBL) as an instructional strategy in secondary science education. In doing so, we will pursue two lines of inquiry. The first line of inquiry involves immersing ourselves in the PBL process by working in collaborative teams to address real world problems regarding issues related to climate change, clean water, natural resource depletion, green building and in general, sustainability in Westchester County. In the second line of inquiry we will seek? through reflection on personal experiences with and analyses of selected readings on PBL?to better understand the value of Problem-Based Learning and ways in which it can be implemented in the secondary school context.

Credits: 3

EDU 5365**Teaching Reading in ESL Math, Science and Technology**

Survey and investigate methods for teaching reading to LEP students in the ESL classroom and in the mainstream. Learn how to assess reading attainment, adapt curriculum and techniques and help develop academic language proficiency. Field experience required.

Credits: 3**EDU 5367****Methods Teaching Literacy I**

The first in a pair of courses that provides a research-based introduction to literacy teaching and learning for children in grades PreK-6. Students will be introduced to the theories, approaches and methodology of teaching reading and writing in the elementary classroom. Emphasis will be on helping students develop an informed, integrated and balanced approach to the planning and instruction of reading and the language arts; with a strong focus on phonemic awareness and strategies for teaching phonics. Field experience required. (Literacy Course)

Credits: 3**EDU 5371****Technology in Special Education**

This course will examine ways to use technologies in planning, implementing and managing the teaching and learning environments for students with special needs and learn how to evaluate, select, develop and adapt technologies. The focus will be on such topics as technologies for assessment and planning, as well as for implementing and modifying instruction, selecting hardware and software, uses of and regulations regarding assistive technology, and using technology to support the principles of universal design. Field experience required. (Special Ed Course)

Credits: 2**EDU 5373****School Violence Prevention**

This course will give an overview of violence in schools in America. Topics will include: early warning signs, protective and risk factors, and how to set up a classroom and school as a safe learning environment.

Credits: 0**EDU 5374****Curriculum and Methods in Grades 5-12: General**

Explore curriculum approaches, teaching and assessment strategies, classroom management, and other critical issues in teaching at the middle childhood and adolescence levels. Become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. Field experience required.

Credits: 3**EDU 5375****Teaching Economics in the Social Studies Classroom**

Must be taken in conjunction with EDU 5339. Develop strategies for teaching economics in the social studies classroom so that students will understand key macroeconomic and microeconomic concepts. Topics will include methods for teaching how the United States and other societies develop economic systems and associated institutions to allocate resources; how major decision-making units function in the U.S. and the other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms.

Credits: 1**EDU 5377****Science Curriculum & Methods Gr 5-12**

Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Science education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Science. Field experience required.

Credits: 3**EDU 5379****Art Education Workshop: Early Education Through Adolescence**

Examine the creative aesthetic process from early childhood through adolescence based upon an overview of the objectives of contemporary art education. Field experience required.

Credits: 3**EDU 5380****Curriculum, Management and Assessment In Childhood Education**

Explore ways for childhood educators to develop curricula, plan and implement instruction within the full range of students' abilities in a role as an apprentice in a school setting. Develop methods for assessing student learning. Examine the application of research as a method for gathering data, planning and assessment toward instruction improvement and student performance. Field experience required.

Credits: 3**EDU 5387****Fundamentals of Middle Childhood Education**

This course will focus on the sociological and academic factors that have resulted in the creation of the modern middle school concept. The course will emphasize how active learning, team structures, and lesson design can support the social, emotional and intellectual development of students in the middle grades. We will develop strategies for motivation, instruction, assessment, and classroom management. We will also explore how to create a collaborative environment among students, colleagues, and parents and examine the effects of state standards and mandated testing. Students are expected to be active participants in the conception and creation of lessons.

Credits: 3**EDU 5389****Teaching Literacy Skills in the Middle School Thru Collaborative Study of Social Identity**

Learn to teach literacy skills at the middle school level through study of autobiography as a tool to understand the development of the individual in a cultural setting. Involve written and oral uses of language to discover and express cultural and social points of view. Learn to use strategies including online research, role-play, group discussion and debate to assist students as they explore the development of the individual in diverse cultural and social settings. Field experience required. (Literacy Course)

Credits: 3**EDU 5391****Aesthetic Literacy**

Focus on integrating reading, writing and the arts (including literary, visual and performing arts). Explore the theory and rationale behind this approach and develop a variety of instructional methods for classroom implementation. Field experience required.

Credits: 3

EDU 5393**Foundations of Special Education**

This course is designed to provide an overview of the field of special education. The objectives are to make the teacher-candidate more aware of federal and state special education laws which provide for the identification of individuals with disabilities, the process of determining entitlements to special education services, and the models of teaching that provide for educating the child in the least restrictive environment (LRE) under the umbrella of IDEA and NCLB. The importance of inclusive education and the use of Response to Intervention (RtI) are also addressed. The course provides an overview of theories, diagnostic procedures, and remedial teaching strategies which address students with the broad spectrum of disabilities including: learning disabilities, emotional and behavioral disorders, physical disabilities, autism spectrum disorders, intellectual disabilities, other health impaired, and low incidence disabilities (deaf/hearing impaired, blind/visually impaired). Teacher candidates learn about effective practices for planning and designing co-teaching and collaboration with peers, individualizing instruction, and applying interventions to address student and classroom management needs. Fifteen hours of field experience in diverse settings is an integral component of the course in order to assist the course participant in linking the classroom didactic with life experiences in the schools and agencies providing education and intervention.

Credits: 3**EDU 5394****Student Teaching & Seminar: Childhood Education**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the childhood level. Fulfill your requirements for New York State initial certification

Credits: 3**EDU 5396****Theoretical and Historical Foundations Of Literacy**

Examine the foundations of literacy instruction from historical, linguistic, social psychological, cognitive and curricular perspectives. This course will provide the theoretical base for literacy methodology courses. Explore the relationships between learning theory and various methods of teaching literacy. Apply theory and research to instructional practices.

Credits: 3**EDU 5398****Student Teaching & Sem: Early Childhood And Childhood Education**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the childhood level. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

Credits: 3**EDU 5402****Language, Literacy and Culture (Birth - Grade 6)**

This course will examine language development and its relationship to the development of reading and writing strategies, skills, and dispositions for students. This course will introduce students to a sociocultural perspective of language acquisition and development, and the ways in which oral language ability supports learning. The influence of culture on language and literacy development will be examined and students will participate in engagements designed to be "associational bridges"(Gee, 2002) that potentially span Discourses. The class format will include lecture, discussion, and student-led presentations. Students will be evaluated on class participation and several assignments and presentations. (Literacy Course)

Credits: 3**EDU 5403****Mathematic Curriculum and Methodology: Grades 5-12**

Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Mathematics education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Mathematics. Field experience required.

Credits: 3**EDU 5404****Student Teaching & Sem: Early Childhood And Adolescence Education**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the middle childhood and adolescence levels. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

Credits: 3**EDU 5406****Language, Literacy and Culture (Grades 5-12)**

This course will examine language development and its relationship to the development of proficient reading skill throughout the middle school and the high school years. This course will introduce students to theoretical approaches to language acquisition, the course of language development, and the ways in which oral language ability supports the improvement of literacy skills. The impact of culture on language and literacy development will be examined. Students will be exposed to research-based practices that foster the development of both language and literacy proficiency. The class format will include lecture, discussion, and student-led presentations. Students will be evaluated on class participation and several assignments and presentations. (Literacy Course)

Credits: 3**EDU 5407****English Curriculum and Method: Grades 5-12**

Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for English education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for English. Field experience required.

Credits: 3**EDU 5408****Student Teaching & Seminar: Music Education**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification.

Credits: 3**EDU 5411****Social Studies Curriculum & Methodology In Middle Childhood and Adolescence Education**

Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Social Studies education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Social Studies. Field experience required.

Credits: 3

EDU 5412**Student Teaching & Seminar: Art Education**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification.

Credits: 3**EDU 5413****Early Literacy**

Students will acquire the theoretical and practical knowledge needed to guide the literacy development of young children. They will explore the developmental influences on preschool learning and examine the role of language in supporting literacy development and consider research-based early literacy activities such as book reading, writing activities using invented spelling, storytelling, children's literature, as well as other activities that foster phonemic awareness, print concepts, phonics skills, vocabulary development, and comprehension. Students will consider the role of families in supporting the literacy development of young children. They will also examine methods and materials to support literacy development. (Literacy Course)

Credits: 3**EDU 5414****Organizing & Leading Literacy Programs**

This course is designed to assist in the development of the literacy specialist as an instructional leader. This course is for educators involved in planning, implementing, administering/leading and evaluating literacy programs. Historical development, cultural understanding, and standards for curriculum and instruction will be examined. Students will gain skills that support teachers and paraprofessionals in maintaining and increasing the effectiveness of their instruction through cultural understanding and communication. This course will help students better understand the issues, choices, procedures and requirements for effective literacy programs while understanding that effective programs are always situated. Students will develop strategies for organizing and planning for effective instruction, especially with regard to the use of global multicultural literature, occasioning professional learning, leading reading/language arts programs, consulting with school personnel, and assessing programs. Special emphasis will be given to identifying characteristics of practice that maximize student achievement across diverse populations and the use of integrations of technology into the literacy program.

Credits: 3**EDU 5420****Site-Based Teaching Internship**

A field-based, supervised teaching experience. Requires approval by Associate Dean one full semester in advance.

Credits: 3**EDU 5421****Multisensory Reading Instruction (PAF) Part I Literacy and Special Ed Course**

This course will train participants to use the Orton-Gillingham based reading program, Preventing Academic Failure (PAF). Current research, teaching techniques for the elementary classroom, lesson plans, materials, curricula and English orthography will be addressed. (Literacy and Special Ed Course)

Credits: 2**EDU 5422****Multisensory Reading Instruction (PAF) Part II Literacy and Special Ed Course**

This course is for participants who have completed Multisensory Reading Instruction: Part I and currently use the program. An in-depth review of prior topics and the introduction of syllabication, spelling rules, grammatical concepts and comprehension are provided. (Literacy and Special Ed Course)

Credits: 2**EDU 5425****Student Teaching & Seminar: Early Childhood Education**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

Credits: 3**EDU 5426****Student Teaching & Seminar: Special Education (Early Childhood)**

This course consists of required fieldwork in special education as well as a weekly seminar. The seminar is designed to encourage students to ask questions, discuss issues and share feelings as well as gain further information and skills to enhance their teaching. The focus of student teaching is to help students become reflective teachers who can use self-evaluation to guide their decision-making and problem solving. The final portfolio will be submitted.

Credits: 3**EDU 5427****Student Teaching & Seminar: Special Education (Childhood)**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

Credits: 3**EDU 5428****Student Teaching & Seminar: Special Education (Early Childhood/Childhood)**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

Credits: 3**EDU 5429****Student Teaching and Seminar: Special Education (Middle Childhood)**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

Credits: 3**EDU 5430****Student Teaching & Sem: TESOL Education (All Grades)**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

Credits: 3**EDU 5432****Student Teaching & Seminar: Childhood And Special Education**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

Credits: 3**EDU 5433****Student Teaching & Seminar: Middle Childhood/Adolescence Education and Special Education**

This course consists of required fieldwork in special education as well as a weekly seminar. The seminar is designed to encourage students to ask questions, discuss issues and share feelings as well as gain further information and skills to enhance their teaching. The focus of student teaching is to help students become reflective teachers who can use self-evaluation to guide their decision-making and problem solving. The final portfolio will be submitted.

Credits: 3

EDU 5439**Teaching English As a Foreign Language
An Overview of International and Adult
Settings**

The course explores the range of TESOL settings and methods outside school systems, within and beyond the U.S.A. Students will become familiar with program models for ESL instruction for meeting a range of objectives, including Adult Basic Education, English for Specific Purposes, adult literacy, and others. Students will explore motivational and affective differences between adults and children. Students will learn methods for improving adult learning and for assessing needs. Students will investigate the status of English and language education, in selected countries.

Credits: 3**EDU 5452****Strategies for Teaching Young Children
And Guiding Their Behavior**

This course will focus upon the application of theories of teaching and behavioral guidance to practice in the inclusive early childhood classroom. Students will be introduced to theoretical concepts and principles and shown how they may be integrated into the early childhood classroom by the use of specific methods and strategies. Topics include classroom organization, planning, instructional methods, instructional materials, grouping for instruction, teaching style, child guidance and management techniques. Field experience required.

Credits: 3**EDU 5460****The Integrated Curriculum in ECE II: Social
Studies, Expressive Arts, Health And
Safety**

Based upon current child development theories and principles, this course will examine methodology and resources applicable to teaching in the infant, toddler and early childhood classroom. Focus will be on the study, design and evaluation of developmentally appropriate curriculum in the areas of social studies, expressive arts, physical education, safety and health and ways in which these areas may be integrated with other areas of the curriculum. Emphasis will include fostering skills of inquiry, problem-solving and creative thinking in young children through discovery and play. Students will do classroom observations, create and execute lesson plans, develop curriculum units and conduct case studies for practical application of concepts and principles. Field experience required.

Credits: 3**EDU 5477****Research Seminar in Early Childhood
Education**

This course will focus on reviewing, analyzing, interpreting and evaluating selected research in the field of Early Childhood education through study of its conceptual and methodological bases. Students will review and summarize research, generate research proposals, initiate and conduct pilot research projects and submit written reports at the end of the term.

Credits: 3**EDU 5490****Literacy Development Gr 5-12**

The purpose of this course is to prepare reading specialists to work collaboratively with content area and grade level teachers. The content of the course includes the analysis of the language demands of texts, the skills needed to read texts with advanced language and to identify and implement strategies to enable students to meet those demands. Differentiation of instruction is a significant part of the course. The collaborative process will be discussed and skills will be developed. Prerequisites: EDU 5026, EDU 5028 and EDU 5243. Field experience required. (Literacy Course)

Credits: 3**EDU 5494****Literacy Development Gr 3-6**

Study the relationship among reading, writing, speaking and listening in the context of the elementary classroom. Investigate a variety of methods and strategies that strengthen vocabulary, comprehension, word study and fluency for diverse learners. Readers' and writers' workshop strategies will be emphasized as a means to structure the language arts curriculum and to provide authentic literacy experiences. Strategies to assess classroom work in order to inform differentiated instruction will be applied to an interdisciplinary unit that also includes technology. Students will complete a literacy profile on one student. (Literacy Course)

Credits: 3**EDU 5500****Multicultural Classrooms and Communities**

This course presents the issues of multicultural education and diverse populations in classrooms and communities. Students will explore a variety of media and formats to investigate the problems, assess the impact of the changing demographics in suburban school districts and formulate the solutions to improve the educational opportunities of the culturally and linguistically diverse populations found in the suburbs. Students will attend the CSI Annual Education Forum and class seminar.

Credits: 1**EDU 5502****Multisensory Reading Practicum**

The Windward Summer Practicum is a three-week program. Participants will use Preventing Academic Failure, an Orton-Gillingham based reading program. Participants will write lesson plans to incorporate multisensory techniques, administer on-going assessments to measure student progress and reevaluate planning techniques with supervision. Participants will work one-to-one with students and have scheduled time for discussion and feedback with the instructor. (Literacy and Special Ed Course)

Credits: 2**EDU 5503****Literacy Research Seminar**

This course provides students with an in-depth view of the process and products of research in the field of literacy. Students will become familiar with the range of methodologies employed in literacy education research and learn to critically examine studies related to reading and writing. Students will also design and carry out their own research project and share their findings in both oral and written form. This course is designed to provide future reading specialists with the skills needed to effectively evaluate literacy research, engage in teacher research, share research findings in a professional manner with colleagues and use research to inform one's practice of literacy education. (Literacy Course)

Credits: 3**EDU 5505****Organizing and Supervising a School
Literacy Program**

Study the role of the administrator and literacy specialist in literacy programs. Develop strategies for organizing and planning for effective instruction, implementing professional development programs, supervising reading/language arts programs, consulting with school personnel, program assessment, practice in professional writing and speaking on current issues in the field of literacy. Examine procedures designed to achieve various purposes: creating new developmental programs, academic intervention services; parental and public relations; grant writing and fiscal needs of program planning. Special emphasis will be given to identifying characteristics of programs that maximize student achievement across diverse populations and the integration of technology into the literacy program. (Literacy Course)

Credits: 3

EDU 5506

Language and Learning: Relation to Academic Success

Language influences every aspect of the curriculum, affecting the way children learn and teachers teach. This course will focus on the role language plays in learning, including decoding and comprehension, vocabulary and concept knowledge, thinking and reasoning, narrative development, writing and social skills. Participants will learn techniques and strategies for enhancing language learning in the classroom. (Literacy and Special Ed Course)

Credits: 1

EDU 5509

Methods of Printmaking

Learn to use printmaking techniques for Kindergarten through grade 12. Learn to create and use monotypes, cardboard reliefs, linocut, rubber plates, silk-screen and other techniques. Learn to select methods appropriate for different age levels. For Art Education, Early Childhood and Childhood candidates only.

Credits: 1

EDU 5512

Reading and Writing Practicum I

The first half of a year-long course, this clinic is located at The Churchill School and Center in an established after-school reading program. Learn how to screen children for inclusion in a literacy program that uses an Orton-Gillingham based methodology. Write lesson plans to incorporate techniques with supervision. Administer on-going curriculum-based assessments to measure student progress. Learn to communicate effectively with parents. This is the first half of a one-year commitment to work directly with a child twice a week from 4:30 to 6 p.m. during the school year. Certified teachers can receive monetary compensation. (Prerequisite: EDU 5421, Multisensory Reading, Part I). The combination of the three courses EDU 5421 and Reading and Writing Practicum Parts I and II can be substituted for EDU 5027 and EDU 5252. This course is offered at the Churchill School. (Literacy and Special Ed Course)

Credits: 3

EDU 5514

Reading & Writing Pract II

The second half of a year-long course, this clinic is located at The Churchill School and Center in an established after-school reading program. Learn how to screen children for inclusion in a literacy program that uses an Orton-Gillingham based methodology. Write lesson plans to incorporate techniques with supervision. Administer on-going curriculum-based assessments to measure student progress. Learn to communicate effectively with parents. This is the second half of a one-year commitment to work directly with a child twice a week from 4:30 to 6 p.m. during the school year. Certified teachers can receive monetary compensation. (Prerequisites: EDU 5421, Multisensory Reading Part I, and Reading and Writing Practicum Part I) The combination of the three courses EDU 5421 and Reading and Writing Practicum Parts I and II can be substituted for EDU 5027 and EDU 5252. This course is offered at the Churchill School. (Literacy and Special Ed Course)

Credits: 3

EDU 5527

Teaching With Technology in Math, Science, English Or Social Studies

This course will prepare you to use technology to acquire and teach new content knowledge about important topics in your program content area: English, Math, Science, or Social Studies. Learn to use the Internet, research, media and software tools to deepen your knowledge of a significant topic in your content area and plan for classroom instruction building on that knowledge. Learn to use current best practices for teaching with technology in your area. Course requirements include a research project relating to a specific topic of your choice, followed by preparation and presentation of a related unit plan appropriate for middle or secondary students, using current technological teaching tools.

Credits: 3

EDU 5529

Teaching With Technology

The vast array of high-speed networks makes it possible to redefine the way one attains information, the format of this material and the pace at which it is received. Technology can offer more individualized content, addressing one's unique style of learning, and can be provided upon demand virtually at any time and at any place. Such a paradigm shift offers new and exciting possibilities in education. This course will prepare you to understand how technology influences teaching and learning. In addition, technology is a powerful tool in researching educational issues. As you learn about such topics as networks, the Internet, media literacy, and digital technologies, you will become more knowledgeable about teaching with technology to address your particular interests and professional goals.

Credits: 2

EDU 5533

Issues and Strategies in Educational Technology

In this course we will focus on current issues and trends that educators need to be aware of in the 21st century. Using technology in your lesson planning will engage the minds of young learners while meeting the New York State Learning Standards. The main focus of this course will be to demonstrate to educators how to integrate technology into the curriculum through hands-on projects and journal articles. Thinkfinity and all of its resources will be utilized to research lessons that will make planning more efficient. Hands on science, math lessons, writing websites, reading resources and social studies projects will all be discussed and participants will be creating task cards for students to use in the classroom and out! We will learn how to include parents in technology initiatives, create scavenger hunts, explore electronic field trips and reflect on our own learning styles. We will figure out everything we need to know about YouTube, Facebook, Twittering, text languages and many more current issues that teacher will face in school.

Credits: 3

EDU 5536

Field-Based Educational Research

This course provides an opportunity for students to understand the fundamental methods of qualitative educational research. Issues in current educational research are explored and implications for practice are outlined. Students develop and complete an original research project in relation to fieldwork/internship experience in an education-based setting. This course is a seminar and requires significant student participation, fieldwork, research, and writing. Fieldwork required.

Credits: 4

EDU 5541

Ethical Considerations

This course will cover the concept of ethics itself. An objective of this course is to teach students to be prepared to act ethically in the absence of guidelines, or even when their actions are in conflict with guidelines or instructions. This course will teach that Ethics are not addressed in one course, but ethics permeate all courses. This course will examine the ethical and professional standards of applied behavior analysis and all the issues that must be considered as a teacher and/or behavior analyst.

Credits: 1

EDU 5542**Behavior Analysis in Education**

The focus of this course is education, schooling, and behavior analysis. It includes a review of different educational theories and philosophies, instructional strategies, classroom management, assessment, direct instruction, precision teaching, personalized system of instruction, and teacher preparation. The overall emphasis is on "research-based education." The course will cover behavior change procedures and systems support, and applications of behavior analysis in the education of children with autism.

Credits: 3**EDU 5543****Behavior Analysis II: Practicum**

The focus of this course is education, schooling, and behavior analysis. It includes a review of different educational theories and philosophies, instructional strategies, classroom management, assessment, direct instruction, precision teaching, personalized system of instruction, and teacher preparation. The overall emphasis is on "research-based education." The course will cover behavior change procedures and systems support, and applications of behavior analysis in the education of children with autism.

Credits: 3**EDU 5544****Behavior Analysis II: Clinical Applied Behavior**

This course will cover the principles of functional assessment, functional analysis, and development of interventions and behavior support plans. As functional behavioral assessment is required by IDEA in any situation in which a student's behavior interferes with learning (or may result in suspension or change in placement), this course will give the teacher the related knowledge in order to assess and evaluate a student's interfering behavior and/or another's behavior support plan. (This course should be followed by the practicum, EDU 5545, in which the participants will complete their own functional behavior assessments on identified students.)

Credits: 2**EDU 5545****Behavior Analysis III: Practicum in Clinical Applied Behavior**

This course will allow the participant the opportunity to complete functional behavioral assessments, develop interventions, and implement and evaluate the effectiveness of those interventions. A prerequisite for this course is EDU 5544 Behavior Analysis III: Clinical Applied Behavior Analysis. The focus of intervention will be in special education settings.

Credits: 3**EDU 5546****Teaching ELL's With Special Needs**

Students will review methods and materials for teaching English as a Second Language to K-12 students with learning disabilities and/or other special needs to meet learning standards in all four areas (listening, speaking, reading, writing) and to assist these students in achieving academic success. Students will develop competencies in appropriate formal and informal assessment techniques for ELL's disabilities. Performance outcomes will include knowledge of instructional planning for IEP objectives and PLEP statements.

Credits: 3**EDU 5548****Teaching ESL Through an Arts-Integrated Approach**

This course is an inclusive study of how the arts can be conduits of self-expression and language development while providing opportunities to build knowledge of the content areas for English Language Learners. Students will explore the use of visual art, music, drama, expressive movement, and poetry to help develop language across the content areas. Students will explore art as a source of a safe, risk-free learning environment. Students will learn how to successfully integrate the arts in the content areas while teaching language that has at its core authentic use and meaningful purpose.

Credits: 3**EDU 5549****Sustainability Education Institute**

The Institute for Sustainability Education is an intensive collaborative experience designed to build a community of K-12 educators who are sustainability education leaders and practitioners. The Institute features focused strands for grades K-5, 6-8 and 9-12. Participants will build content knowledge including sustainable development, ecological footprint, Green Chemistry, ecological economics, energy technology, and related topics. Participants will explore and create resources and curricula integrating concepts of sustainability into existing standards-based math, social studies, science and ELA curriculum, applying interdisciplinary problem-based, inquiry-based, constructivist learning and systems thinking. Extensive action-oriented resources will be provided. Program evaluation support for participants will continue throughout the year to assess the Institutes's impacts on student achievement.

Credits: 2**EDU 5550****Research Seminar in Special Education And Literacy**

This course should be taken near the end of the teacher-candidate's sequence of courses as it draws upon a broad understanding of the disability laws that govern the education of children with special educational needs and instructional strategies. Course participants will be required to expand upon their current level of knowledge by investigating literature reviews of contemporary data to develop either a research project or a grant that would enhance the quality of instruction and life for individuals with disabilities. Ethical considerations with regard to research and education of vulnerable populations will be emphasized. The purpose of the course is also to make students more aware of their social responsibility and the need to continue as life long learners in working with individuals where current strategies for intervention are constantly emerging. Literacy/Special Education dual candidates will conduct the research project in an area relating to teaching literacy to students with special needs. (Literacy and Special Ed Course)

Credits: 3**EDU 5551****Environmental Concepts & Design For Middle School**

Participants explore a middle school unit that integrates standards in earth science, biology, and physics. Topics and concepts explored include food chains and biomagnification, entropy, energy & recycling, polymers & biodegradation, product life cycles and materials use, price and cost, organic, sustainability & more. Participants learn how to help middle schoolers build literacy and analytical skills leading to informed decision-making and meaningful action.

Credits: 1**EDU 5552****Behavior Management That Work**

Participants in this course will explore "Tricks of the Trade" for effective classroom management of student behavior. We will investigate behavior management techniques through websites that provide new innovative ideas, free printouts and materials. This will help teachers build solutions for students to become successful in the classroom. We will also look at positive behavior support techniques and give teachers some methods to use in all types of situations. Teachers will create a "bag" of tricks to use in their classrooms for various situations. All teachers will leave this course with a fresh way to look at Behavior Management and a classroom full of clear expectations.

Credits: 2

EDU 5553**Childhood Instructional Strategies For Inclusive Settings**

This course will focus on specific instructional approaches used in childhood education to meet the academic diversity of a range of students including non-classified at risk students with special needs, English language learners, and gifted and talented students in elementary classrooms. Topics include the teacher as a reflective practitioner, standards-based instruction, curriculum design, backward design, curriculum mapping, differentiating instruction, questioning skills, active learning strategies, and integrating technology and instruction.

Credits: 3**EDU 5554****Teaching in a Bilingual Context**

Students will focus on second language teaching techniques to improve English Language Learners' attainment in understanding content area subjects, including learners with special needs. They will become familiar with NYS Learning Standards in the Content Areas and explore strategies for developing and promoting English and Native Language literacy through content. They will learn how to adapt content area materials and to use appropriate strategies for working with English Language Learners in content classrooms. They will develop lessons and units, using English and the native language, aligned with standards (NYS and national.) They will learn techniques for assessing content knowledge in English and the native language. (Field experience hours required)

Credits: 3**EDU 5555****Teaching Content in Bilingual Context**

Students will explore strategies for teaching English Language Learners through the native language and culturally-appropriate curriculum which promotes transfer of knowledge. They will learn methods for developing and promoting native language literacy and language arts and for advancing content area knowledge through the native language. They will survey and learn to choose appropriate native language curricular materials and appropriate assessments of native language attainment, content knowledge, and literacy, including for those with special needs. (Field experience hours required.)

Credits: 3**EDU 5556****Teaching With the Smart Board**

This class provides an introduction to the SMART board interactive whiteboard, an emerging centerpiece in many classrooms. The focus will be on developing the knowledge and skills necessary to use the SMART board to create effective, dynamic lessons. We will also explore the vast SMART board content readily available for use and/or modification. Students should bring a USB flash drive to class.

Credits: 1**EDU 5557****Education for Sustainability Institute For K-5 Educators: Connecting Children With Nature and Community**

This Institute prepares K-5 educators to integrate sustainability content and themes into existing math, social studies, science and ELA curriculum and tie them to New York State standards. It provides an introduction to Education for Sustainability (EFS), a growing, international approach that links teaching of social, environmental, and economic systems to foster the knowledge, inquire, and action needed to build a healthy future for communities, both local and global.

Credits: 2**EDU 5561****Classroom Management and Middle Childhood/Adolescence Education**

This course will focus on merging theory with practice in order to design a thoughtful and practical approach to classroom management and organization in middle childhood and adolescence. We will read and discuss various pedagogical theories related to schooling and attempt to apply them to real life classroom situations. Methods and techniques of effective teaching will be addressed, including organizing the classroom environment to include different learning styles, multilevel instruction, managing learning groups, behavioral intervention plans and the role of the teacher in establishing the culture and climate of the classroom. The final project requires a hypothetical plan for the policies and procedures you hope to institute in your own classroom. Eighteen hours of field experience are required for this class.

Credits: 3**EDU 5562****Administering Children's Programs In Early Childhood Education**

This course is designed to provide early childhood program administrators with the leadership and management skills needed to ensure appropriate human and material resources are in place to provide a high quality program for young children. Candidates will learn methods that provide organizational structure for young children's programs; development of effective personnel policies and procedures. Candidates will also learn to implement policies that promote collaboration among programs, families and communities. Candidates will use a variety of investigative techniques to learn about administering high quality programs in their communities.

Credits: 3**EDU 5563****Student Teaching and Seminar: Special Education 7-12**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

Credits: 3**EDU 5590****Masters Comprehensive Exam**

Capstone examination requiring synthesis of coursework, use of content knowledge, and analysis of teaching situations. To be taken in the next to last semester.

Credits: 0**EDU 5591****Childhood Ed Culminating Experience Report**

Capstone compilation of student's original work, synthesizing education theory and practice, relevant to the grades 1-6 curriculum. Prerequisites or corequisites: EDU 5083, EDU 5226, EDU 5274, EDU 5380.

Credits: 0**EDU 5592****Masters Final Project**

Capstone presentation of substantial, mentored original research and/or development of curricular materials, relevant to the student's program.

Credits: 0**EDU 5593****Special Education Comp Exam**

Midpoint examination demonstrating secure foundational knowledge of theory, practice, history, and legal underpinnings of teaching Students with Disabilities. Prerequisites or corequisites: EDU 5393 or the equivalent, EDU 5088, EDU 5085, EDU 5130.

Credits: 0

EDU 5594**Literacy Comprehensive Exam**

Midpoint examination demonstrating secure foundational knowledge of theoretical approaches to Literacy, including writing, and of practice and history of teaching Literacy.

Credits: 0

EDU 5610**An Arts Approach to Literacy**

This foundational and introductory course explores interdisciplinary readings on the arts and literacy, especially the proficient reader research and comprehension. Experiential learning is also emphasized. (Literacy Course)

Credits: 3

EDU 5611**Literacy Instruction of the English Language Learner in the Classroom**

This course focuses specifically on the literacy needs of English Language Learners in the regular education classroom, with special attention to comprehension, fluency, vocabulary, phonemic awareness, phonics, and writing. Culturally responsive pedagogy is discussed and demonstrated. (Literacy Course)

Credits: 3

EDU 5612**Assessment and Intervention in Literacy Instruction**

This course is the first part of a two-part practica sequence. Candidates work with students to learn and apply techniques for assessing the literacy abilities and needs of students, and designing effective interventions based on learner needs, including dyslexia, in the areas of word recognition skills, fluency, vocabulary, metacognition, comprehension, and writing. Candidates examine and analyze a broad array of formal and informal assessment techniques and their application to literacy instruction. They apply strategies for effectively communication assessment results to parents, caregivers, and school personnel. (Literacy Course)

Credits: 3

EDU 5613**Teaching Writing & Thinking**

This course offers the opportunity to develop an understanding of current research related to the teaching of writing and to apply the writing process in teaching writing in the classroom, including topic selection, drafting, conferencing, revising, editing, and publishing. Other topics include responding to and assessing student writing; writing in various genres and about various subjects; motivating students to write; sharing model texts for writers craft as read alouds, including multicultural texts; management of writing workshops; and, consideration of sociocultural and gender perspectives. (Literacy Course)

Credits: 3

EDU 5614**Writing Workshop for Teachers and Young People**

This summer session course takes place in two phases. In the first phase, a Writing Workshop for Teachers establishes a supportive community where teachers work as writers, explore their own writing process, look critically at writing craft, receive response to work in progress through writing conferences, and discuss the implications of this engagement for their teaching. Based upon the belief that engaging in writing can make a unique contribution to the teaching of writing, teachers learn to use a writer's tools more effectively and heighten their sensibilities to form and craft by examining the work of other authors. With the instructor and peer writers in this intensive workshop, students will learn how to invent, develop and revise material, as well as develop a repertoire of techniques to share with young people. The second phase of the course is a field experience in the teaching of writing, which mirrors phase one. It is designed to provide hands-on experience in the teaching of writing to elementary and secondary students. Emphasis is placed on building inviting, creative, interactive environments in which young people explore with teachers topics of their own choosing to create, develop, revise, edit, and publish their own work. This field experience will provide students with a model for conducting a writing workshop in their classrooms and for interacting with writers in conferences. The goal of this course is to develop a repertoire of techniques for teaching writing and a personal understanding of the idiosyncratic nature of writing. (Literacy Course)

Credits: 3

EDU 5615**Global and Multicultural Readings in Children's Literature (Birth Through 6)**

The course examines a variety of children's literature, with an emphasis on multicultural and international literature, to cultivate student interest in books and to develop methods for incorporating literature to enhance literacy development. Criteria for selecting children's books are included. (Literacy Course)

Credits: 3

EDU 5616**Study of Literature 5-12**

This course provides a foundation for global literature; students learn how to interrogate literature with multiple critical perspectives, how to identify and contextualize the historical and cultural environment that surrounds production of literature, and how to respond critically to literature. (Literacy Course)

Credits: 3

EDU 5617**New Technologies and Literacy**

This course serves to introduce students to new technologies and critical literacies. Grounded in the work of critical theorists, this course examines literacy development from a critical perspective: Who is left out? Marginalized? Who benefits? What does it mean to be literate? By whose measure? For what purpose? Students deepen their understanding of how new technologies function and can be used in real and virtual classrooms and how to attend to mediated and non-mediated texts through a critical lens. Students examine ways that critical literacies are privileged in classroom pedagogy, text selection, and curriculum development and develop a unit of study employing new technologies and critical literacies. (Literacy Course)

Credits: 3

EDU 5618**Literacy, Storytelling, Drama**

This course explores drama and storytelling as art forms in the classroom, as well as drama and storytelling's contributions to other subject areas, especially literacy and the language arts (reading, writing, listening, speaking, and viewing). The course is designed to give participants the opportunity to understand the power and importance of story and enactment of story. Students encounter a wide variety of stories for performance and/or dramatization from many different cultures, develop skills in telling and enacting stories with ease and enthusiasm, and learn to evaluate the qualities that make stories age-appropriate for various grade levels. The research base connecting storytelling, drama, and literacy development is shared. (Literacy Course)

Credits: 3

EDU 5619

Literacy Research Seminar II

This course is the second semester of a year long course to provide students with an in-depth view of the process and products of research in the field of literacy as well as the opportunity to design and conduct an action research project. The first semester is designed to provide students with the opportunity to become familiar with the types of research in this field and the range of methodologies employed in literacy education research. Students learn to critically examine studies related to reading and writing. Students begin to explore topics of interest that arise in their practice. During the second semester, students design and carry out their own action research project and share their findings in both oral and written form. The course is designed to provide future literacy specialists with the skills needed to evaluate literacy research, communicate research findings in a professional manner to colleagues, engage in teacher research, and use research to inform their own practice of literacy education over the span of two semesters. Prerequisite: EDU 5503.

Credits: 3

EDU 5699

Capstone Project

In this final course, participants select their own projects, their own way of culminating this master's degree program. They initiate plans for their own learning, identify their resources, develop and evaluate their own projects. Projects must demonstrate aspects of organizing and enhancing literacy programs. (Literacy Course)

Credits: 3

ENE 5005

Literature for Adolescents

This course is designed to introduce students to literature commonly taught in middle and high school classes. The readings will give students an opportunity to explore works that speak to the developmental and psychological needs of young adults. Through recent publications as well as classics of literature, we will examine the history of young adult literature and the social and literary movements that have influenced it. Because they depict conditions and experiences familiar to middle and high school students, these works are frequently included in the secondary school teaching canon. The readings are selected to be representative of genre and theme and reflective of reading levels from 6th grade through 12th. Most importantly, students will develop criteria for selecting literature for the classroom and become actively involved in creating strategies for effective instruction.

Credits: 3

ENE 5007

Poetry for Young Adults

This course focuses on reading, analyzing, selecting, evaluating, and encouraging the informed enjoyment of poetry by young adults. In this course you will look closely at poetic structures and language, engage in close readings of poems by a variety of poets, and expand upon their understanding of the relationship of poetry, illustration, music, and other art forms. Course will cover classic poets such as Emily Dickinson, Robert Frost, Rudyard Kipling, Henry Wadsworth Longfellow, Edgar Allan Poe, Carl Sandburg, Geoffrey Chaucer, William Shakespeare, Robert Louis Stevenson, Walt Whitman, Langston Hughes, and others. Other topics to be studied will include the poetry of under-represented people, and the room for inventiveness and self-expression within a single verse form (such as the haiku). Assignments will consist of compiling a short anthology of poems for a specific grade, and connecting the anthology of poems to music, art, film, drama and other forms of expression including speech and other media. The anthology will be accompanied by original illustration or illustrations (can be computer art, pen and ink, crayon, or other media) for a selected poem. Students will also write several short reaction papers to professional journal articles, participate in in-class and web-based discussion.

Credits: 3

ENE 5012

Short Fiction and Drama for Young Adults

This course is designed to introduce students to works of short fiction and drama that depict experiences familiar to adolescents. Many of the works feature young adults as primary characters or explore the dynamics of family, in particular the relationships between children and parents; others examine the broader culture young people inhabit. The selections, both contemporary and classic, are representative of literature frequently read in middle school and secondary classrooms. Most importantly, we will examine strategies for effective instruction and criteria for making age-appropriate choices for reading. Students are expected to be active participants.

Credits: 3

ENE 5516

The Linguistics of English: Past, Present & Future

This course explores the past, present, and future of English within the universe of human languages and societies. Students will review the major linguistic structures of English (the "present") at all levels of language--phonology, morphology, and syntax--with an eye towards those which are pedagogically useful. After an overview of the ubiquitous processes of language change, students will explore the history of English (the "past") from its Indo-European and Germanic roots through the rise of Modern English in the age of science. Students will then consider the ways in which English is used and therefore varies by ethnicity, class, and gender, within contemporary society. Students will finally turn to investigating the current status of English as a world language (the "future") and the role of language policy in both core and periphery of the English-speaking world.

Credits: 3

MAE 5162

Topics in Calculus Using Graphing Calculator

This course will investigate in depth topics from differential and integral calculus, using the T183 graphing calculator (Regular, Plus or Silver edition). The following topics will be covered: limits, continuity, definition of the derivative, shortcuts to the derivative, product, quotient and chain rules, derivatives of the transcendental functions, applications of the derivative, integration, the fundamental theorem of calculus and applications of the integral. Students will analyze difficulties and misconceptions often experienced by secondary calculus teachers and will examine applications that connect theory with examples relevant to secondary students.

Credits: 3

MAE 5163

Topics in Geometry

Examine a variety of geometry topics selected from Euclidean and non-Euclidean geometries, constructions, transformational geometry, analytic geometry, solid and projective geometry, geometric probability and others. Learn how geometric thinking can be developed according to the Van Hiele model. Explore the nature of conjecture and proof, and learn to use the Geometer 146s sketchpad to do independent research.

Credits: 3

MAE 5200**Topics in Probability and Statistics**

Learn about fundamental concepts and major tools in the mathematics of chance. Topics to be explored include understanding, representing and exploring linear and non-linear data; combinatorics; randomness; central tendency and standard deviation; binomial distributions; sampling and estimation. Applications will be examined that connect theory with examples relevant to secondary students.

Credits: 3**MAE 5354****Topics in History of Math**

Learn how the history of mathematics can be used in the classroom to develop mathematical concepts and understanding. Examine mathematics through historically significant problems across a range of cultures. Use the Internet to access historical sites and information.

Credits: 3**MPE 5530****Pre-School and Elementary School Physical Education Content and Disciplinary Concepts**

Select, retrieve and compile disciplinary concepts and content for preschool and elementary school physical education, using approved content standards for physical activity in the development of an in-depth resource unit.

Credits: 3**MPE 5531****Principles of Rhythms, Dance, and Gymnastics**

Explore pedagogical content knowledge needed to select, teach, and perform rhythmic activities and dance, and a variety of gymnastic skill progressions for ages three through adolescence.

Credits: 3**MPE 5532****Principles of Individual, Dual, and Leisure Sports**

Display the ability to analyze advanced motor and sport skills reflecting individual, dual, and leisure sports for increased physical activity. Fundamentals of technical and tactical skills, practice strategies, corrective feedback, methods for inclusion, and tools to assess student learning are also included.

Credits: 3**MPE 5533****Principles of Team Sports and Coaching**

Demonstrate the ability to analyze advanced motor and sport skills reflecting a variety of team sports for increased physical activity. Fundamentals of technical and tactical skills, practice strategies, corrective feedback, coaching skills, methods for inclusion, and tools to assess student learning are also included.

Credits: 3**MPE 5534****Advanced Biophysical Concepts and Conditioning for Sports**

Articulate and apply biophysical concepts from anatomy, kinesiology, physiology, biomechanics, and social- psychological theories to health-related fitness learning experiences and sport-related fitness and conditioning activities.

Credits: 3**MPE 5535****Sport Law and Safety Practices**

Become familiar and debate current physical activity and coaching issues and laws as they relate to safety practices and risk management, torts, and negligence actions in physical education classes, school playgrounds, and extra-curricular sport activities. Gender issues are also included.

Credits: 3**MPE 5536****Play, Games, and Sports in Historical And Cultural Contexts**

Acquire a historical and cross-cultural perspective of play, games, and sport beginning with the phenomenon of play and game forms of primitive man, the early Middle Eastern Civilizations, the early games and sport in Ancient Greece and Rome, the Middle Ages, the English Renaissance, and the Colonial period in the USA through contemporary society with the expansion of international sports. Techniques for historical research and technology are included.

Credits: 3**MPE 5537****Analyzing and Assessing Teaching Practices in Physical Education**

Provides means to observe, analyze, and assess current pedagogical practices in preschool through secondary schools physical education classes, and acquire an understanding of individual and group motivation and behavior management. (100 hours of field observation is required).

Credits: 3**MPE 5538****Instructional Planning for Pre- School and Elementary Physical Education**

Conveys an in-depth understanding of the common physical education instructional strategies used to teach preschool and elementary school age children. Special attention is focused on applying disciplinary and pedagogical knowledge in developing effective learning environments and experiences.

Credits: 3**MPE 5539****Instructional Planning and Curriculum Models for Secondary School Physical Education**

Delivers a comprehensive understanding of curriculum models common to secondary physical education. Attention is also given to learning how to plan progressions and sequence activities in order to teach advanced motor and sport skills, and ways to motivate older students to become lifelong participants in physical activity.

Credits: 3**MPE 5540****Instructional Planning for Inclusion in Physical Education and Sport**

Reveals instructional strategies, techniques for individualized programming, federal and state special education laws that provide for the identification of individuals with disabilities within the physical activity setting, and assessment procedures for students having learning disabilities, emotional/behavioral disorders, and physical disabilities. Content also addresses integration and inclusion, modifications to sport and game rules, equipment, facilities, and classroom management interventions. Considerations for coaches and collaboration with other teachers and school personnel will be addressed.

Credits: 3**MPE 5541****Student Teaching Seminar in Physical Education**

Individuals develop their teaching skills in a full-time twelve-week, student teaching experience at the elementary and middle/secondary level in conjunction with weekly seminars. Also contains several New York State workshops that are required of all teacher candidates for initial certification.

Credits: 3

MPE 5542**Applied Kinesiology for Physical Education and Sport Performance**

Individuals develop an understanding of kinesiology and related movement experiences through physical activity. Anatomical concepts involved in producing movement are explored at the cellular, molecular and body systems level. Also examined are the structural functions of these body systems (musculoskeletal, circulatory, respiratory, digestive, nervous, etc.) and the conceptual framework of the human body. Consideration is also given to the relationships between human anatomy and physical activity.

Credits: 3**MPE 5545****Applied Exercise Physiology for Physical Education and Sport Performance**

Individuals will develop an understanding of physiological terminology, concepts and principles, and their application for effective physical education and sports programs. Among the topics to be covered are: Neuromuscular Basis of Movement, Aerobic and Anaerobic Metabolism, Acute and Chronic Response to Exercise, Adaptations to Training, Designs for Effective Training Programs, Environmental Conditions, Nutritional Concerns for Activity and Training, Body Composition, Weight Control, Health-related Issues and Cardiovascular Disease, and physiological concerns for children and seniors.

Credits: 3**MPE 5546****Sports Nutrition**

This course is designed to advance the individual's knowledge of sports nutrition and its effect on athletic performance for a variety of age levels. Individuals will examine through scientific inquiry the fundamentals of macro and micronutrients, fluids, ergogenic and vitamin supplementation, weight management, energy planning for specific sport implementation, and the effects of proper nutrition on physical activity. Special attention will be given to understanding key scientific factors that influence individualized and group programming.

Credits: 3**MPE 5560****Leadership Issues & Trends in Pe & Athl Admin, Programming & Facility Mgt**

This course identifies local, state, and national regulations and policies related to leadership issues and trends in physical education and athletics in public, private, independent, and parochial school settings. It also discusses the function and organization of leagues and athletic associations in New York State. Additional topics include programming strategies, ways to assess personal and professional standards of the teacher and coach as an educational leader, how to enhance community relations, developing comprehensive budgets and purchasing strategies, schedule facility usage, and other contemporary responsibilities confronting district-wide leaders in athletic administration.

Credits: 1**MPE 5561****Ethics and Social Responsibility in PE And Athletic Administration**

This course advances the individual's understanding of ethics, student rights, public relations and social responsibilities of interscholastic athletic administrators. Individuals will develop a personal philosophy and a professional code of ethics through the use of case studies, role playing, and simulation. Issues reflecting ethical considerations in the organization and management of practices and officiating methods for specific sports will be addressed.

Credits: 1**MPE 5562****Advanced Uses of Technology in PE & Athletic Administration**

This course advances the individual's understanding of the contemporary tools that are available in scheduling, creating physical education/athletic budgets, designing new or enhancing existing programs, developing a website, maintaining student attendance, as well as introducing a variety of technology tools common to physical activity and curriculum development. Emphasis is placed on the application of technology skills and obtaining the knowledge of how these tools can support the current program and district-wide decision making.

Credits: 1**MPE 5563****Exercise Sci & Sch Health Promotion For District Leaders in Pe & Athl Admin**

This course explains the differences in the effects of physical activity on fitness across age, gender, and ethnic groups; describing how various systems of the human body respond to physical activity; illustrating the relationship between physical activity and health concerns such as obesity, diabetes, cancer, and mental health; offering guidance for determining the proper amount and type of exercise to be undertaken; and suggests new directions for research. It also focuses on the prevention of diseases, quality of life, and well being as well as the training and conditioning of athletes and presents an account of how the body adapts its performance capabilities in the presence of fatigue, strength, and injury. References to new federally mandated wellness policies and how to convey disease prevention through physical activity and nutrition are also included.

Credits: 1**MPE 5564****Safety, Risk Management and Injury Prevention Programs for Physical Education and Athletic Settings**

This course identifies a variety of respected safety and risk management programs for physical education teachers, athletic directors and school administrators that have been successfully used at the local, state, and national levels. Importance is placed on injury prevention and sport safety for ages 5-14, decreasing the risks of sport-related eye injury, spectator sports safety as well as security and safety regulations for bleachers, playing fields, and athletic facilities, emergency care for personal and community safety training, schoolyard safety, and particular attention on high school athletic weight training room safety. Sport Law and risk management terminology concerning school liability coverage and the prevention of student bodily injury is also included.

Credits: 3**MPE 5565****Administrative Issues in Urban Physical Education and Athletics**

The course examines the major problems encountered in the administration and supervision of an urban physical education and interscholastic athletic program. Suggestions for culturally responsive teaching practices, strengthening one's teaching demeanor, conveying life skills, responding to individual behavioral management problem, and implementing protocols for large class sizes is emphasized. Ways to address the high incidence of social problems such as teen alcoholism, teenage pregnancy, bullying, teenage suicide, drug abuse, as well as high student absenteeism and the dropout rate through successful athletic and afterschool programming are also included.

Credits: 1

MUE 5051

RESOURCES AND MATERIALS FOR TEACHING MUSIC

Topics in this class will include library resources and references, audio-visual materials, instructional materials for programs such as Orff, Kodaly, Dalcroze and Suzuki, along with more traditional series. The course is open to upper-level music education majors, as well as graduate students.

Credits: 3

MUE 5054

Methods I: Early Childhood/Childhood Music

This is a course developed for potential music teachers. Aims, methods and materials currently used in music in the elementary grades (K-6) will be explored through workshops, projects, observations in schools and individual teaching experiences. This course also serves the needs of elementary classroom teachers with requisite musical skills. Students should schedule two hours per week for fieldwork in elementary school.

Credits: 3

MUE 5055

Technology for Music Educators

An introduction to music education technology. Students will learn how to use technology to create teaching materials, both in printed and interactive formats, and will learn basic programming skills relating to music education. Students will create projects appropriate for various age and skill levels.

Credits: 3

MUE 5057

Methods II: Music Gr 5-12

This is a course developed for potential teachers in junior and senior high school. The aims, methods and materials currently used in secondary schools will be explored through projects, observations in schools and individual teaching experiences. Topics will include organization and techniques for vocal and instrumental groups, general music, humanities and theory classes. Students should schedule two hours per week for fieldwork in secondary schools.

Credits: 3

MUE 5058

Teaching Comprehensive Musicianship Through Performance

This course is open to MAT candidates and advanced performers on all instruments and in voice. Students will explore the broadly based musicianship involved in preparing and teaching stylistically acceptable performances. Special emphasis will be placed on performance practices, mood projection, practice techniques and general stage deportment. Students will be expected to prepare and perform a variety of works.

Credits: 3

SCE 5029

Issues Oriented Science

What are the environmental issues that face us as we enter the 21st century? How can we understand scientific issues and make evidence-based decisions regarding public health, pollution, waste management and energy use? This is a lab-based, hands-on course where you will learn to use science to research environmental issues. Topics include chemical testing, materials science, energy, environmental impact and sustainability. Examine the latest environmental curriculum and develop resources for the classroom.

Credits: 3

SCE 5030

The Nature of Science

In thinking about the nature of science, we might raise such questions as: How is science done? Why is science done? Who gets to practice science? Does it matter who is doing it? Does nature have anything to say on its own behalf? Or is it constructed and negotiated by scientists? What is the relationship among science, technology and society? In this course, we will explore these questions through contemporary ideas in the history, philosophy, and social studies of science. Candidates taking this course will learn about the historical and cultural development of science and the evolution of knowledge in their discipline. They will develop understandings of the philosophical tenets, assumptions, goals and values that distinguish science and technology from other ways of knowing and they will engage in the critical analysis of false or doubtful assertions made in the name of science.

Credits: 3

SCE 5179

Nano Science: The Very Small

This course provides a comprehensive introduction to the rapidly developing field of nanoscience and nanotechnology. The course presents the conceptual scientific background for and the latest achievements in nanometer scale materials and devices. Selected examples of nano levels for physics, chemistry, molecular biology, medicine and materials science are studied. Topics studied include nano-imaging, carbon nanotubes, nano DNA, nanomachines such as molecular motor proteins, nanomagnetism, nanofabrication and governmental policy regarding nanotechnology.

Credits: 2

SCE 5192

Science and Society

In this course we investigate some of the ways in which the natural sciences (i.e. biology, chemistry and physics) have permeated the fabric of modern society. Science and Society consists of a combination of lectures, videos and tutorials (in which active student participation is expected) geared to stimulate thought-provoking discussions. In our examination of the impact of science and technology on society, students will examine commonly shared beliefs and misconceptions. Topics may include: bioscience research and the public good, global climate change, energy resources and management, clean air and water, the ramifications of scientific fraud and the prevalence of pseudoscience in the modern age. Students will thus be better equipped to continue their particular studies in such fields as education, medicine, journalism, science and others.

Credits: 3

SSE 5521

Teaching Global Studies

Teaching Global Studies is a course planned for teachers who would be teaching social studies in the high school. The course covers the major highlights of the current NYS Social Studies curriculum as it pertains to global studies. Students will be preparing lesson plans in those major areas, will examine the resources to properly teach this content, and will teach aspects of global studies to their colleagues. Each student will also prepare unit plans covering the global studies curriculum.

Credits: 3

Course Descriptions

EDAD 8050

Leadership: Self Assessment & Self Management

Examine your own beliefs, patterns of behavior, and preferred leadership models. Investigate your leadership effectiveness and soft skills. Develop / perfect a vision that can guide an approach to leadership, and begin to explore and develop an ethical and moral ? compass? for decision making. The experience involves discussions, readings, case studies, use of selected tools for self assessment, analysis, planning, and management. A major leadership assessment center activity will help each participant formulate a professional growth plan.

Credits: 3

EDAD 8051

Developing & Influencing Education Policy

Use case studies to explore the education policy landscape of contemporary America on three levels. At the national/international level we will look at the debates, issues, and efforts to change education policy using case studies that reflect proposals from differing political and influence groups. At the state level we will explore the effectiveness of varied approaches to bring about change in public policy within the state. At the local level we will again explore ways of changing policy and reforming education.

Credits: 3

EDAD 8052

Professional & Scholarly Communication I

Develop strong written, spoken, and presentation skills in both professional and scholarly contexts. This course will support tasks and assignments that are required in other courses. Master the skills needed to write and present professional and scholarly personal narratives; write and present scholarly and professional papers based on qualitative data, quantitative research, scholarly work and communications of professional practice knowledge. Learn to understand and critique both traditional 5-chapter dissertations and innovative dissertation models such as the "three-article dissertation" (TAD) and determine which format is appropriate for your own dissertation scholarship. (Note: This is a 4 semester hour course taught over the Fall and Spring of the first year.)

Credits: 2

EDAD 8053

Quantitative Research

In this course, students will learn how to synthesize and use many forms of evidence and knowledge when making both policy and professional practice decisions. With accountability, fiscal integrity, and quality as driving concerns, the course focuses on what education leaders need to understand, know, and do, to facilitate informed decision making. A core component of the course involves developing an understanding of the major meta-theoretical positions in education, philosophy, and social science that influence policy and practice in education ? positivism/postpositivism, interpretive theory, and critical theory. The three meta-theories lead to different research questions, different research methodologies, different types of data, different ways of analyzing data, and different ways of linking theory to research and practice. Students will develop and defend a position on both the question of meta-theory/ideology and the way theory, research, and practice should be linked. At a real-world, practical level, students will learn to critically interpret simple and complex quantitative research in the experimental, correlational, and survey traditions. Further, they will learn about standard qualitative research methods (e.g., ethnography, interviews, case studies, historiography, participatory action research, instructional design, and emancipatory research).

Credits: 3

EDAD 8054

Human Resources and Team

This is an advanced doctoral course on human resource development (HRD) in education. The primary goal is to extend knowledge and experience in four aspects of HRD: (1) recruiting and selecting quality leaders and teachers, (2) creating/changing the culture/climate of a school, district, or agency to better support the mission of educating a diverse student body to successfully live in and contribute to a diverse, pluralistic, and democratic society, (3) creating and deploying innovative and successful staff support and development activities, and (4) using participatory methods of development in education (e.g., participatory action research). Students will study competing theories of HRD as well as look at theories, models, and case studies of HRD and professional development in education. Students will learn a range of development activities including team development, collaboration, conflict resolution, effective communication, effective feedback systems, and professional development methods. Cases and examples will be drawn from education, business and industry, and agencies/NGOs with a focus on real world issues and problems presented by education organizations in the region.

Credits: 3

EDAD 8055

Curricular & Pedagogical Quality

Scholar-leaders of educational organizations have a responsibility to ensure that, whatever its purpose, students are learning at optimal levels. This course is organized around three critical questions: What should children learn? How should children learn? and How do we know if children are learning at optimal levels? Course participants will engage these questions by investigating classroom-based challenges raised by other members of their cohort. Three full day site visits to three schools will provide opportunities to collect data relevant to the challenges identified by class members. Students will analyze the data collected, discuss their interpretations of the data and present constructive, specific suggestions to improve learning. Readings, journaling and class discussions will provide students with multiple venues to develop a critical understanding between theory, research and classroom practice.

Credits: 3

EDAD 8056

Culture, Politics, Change

In this course, we will explore both reflective approaches to leadership and the theoretical foundations that support a mission of social justice. This exploration will include the question of what constitutes ethical behavior and policy making in American education. Because all teaching and learning contexts are complex and ill-structured, solutions to problems must be modified and adapted before they can support and serve the local context. One of the projects associated with this course is the development of local knowledge about a school or community.

Credits: 3

EDAD 8057**Theory & Qualitative Research**

Learn how to synthesize and use many forms of evidence and knowledge when making both policy and professional practice decisions. With accountability, fiscal integrity, and quality as driving concerns, the course focuses on what education leaders need to understand, know, and do, to facilitate informed decision making. A core component of the course involves developing an understanding of the major meta-theoretical positions in education, philosophy, and social science that influence policy and practice in education-positivism/postpositivism, interpretive theory, and critical theory. At a real-world, practical level, you will learn to critically interpret simple and complex quantitative research in the experimental, correlational, and standard qualitative research methods (e.g., ethnography, interviews, case studies, historiography, participatory action research, instructional design, and emancipatory research). Through analyses of research, scholarship, and sources of professional practice knowledge, you will explore different models for making informed policy and practice decisions.

Credits: 3

EDAD 8170**Conference and Research**

A major focus of the doctoral program in educational leadership involves linking theories, ideologies, and applied research to professional practice in changing suburbs and small cities. This course is one of the experiences that focuses on the linking process and provides students with an opportunity to learn about contemporary problems and solutions. Doctoral students will have three options: 1) to participate in School of Education Research Day to show their own research projects; 2) to organize and manage a one-day summer conference on Changing Suburbs and Small Cities, and to solicit academic and professional presentations on relevant academic and professional topics; 3) to choose to make presentations at the academic conference or to conduct scholarly workshops based on their applied research and field work (need prior approval of the instructor). This course may be repeated as needed.

Credits: 1

EDAD 8180**Dissertation Proseminar**

Part of this course will be online and part will be face-to-face. The primary purpose of this support course is to help doctoral candidates develop a solid dissertation research agenda and complete the introduction chapter of the dissertation. However, in the educational leadership doctoral program at Manhattanville College, a student's "dissertation research" should be an example of the type of research and scholarship and education leader might engage in while working in a professional setting. Therefore, virtually all the content and work in this course will be applicable to work well beyond the dissertation. This course is also a continuation of the Scholarly and Professional Communication course doctoral candidates take in the first year of doctoral work. Doctoral candidates are expected to continue to refine and develop research skills as a practitioner-scholar, and become a disseminator of scholarship and applied research. This course may be repeated as needed. Credits may vary.

Credits: 1

EDAD 8190**Dissertation Supervision**

In this course doctoral candidates will explore and then work through the steps in the process of doing dissertation research on a topic relevant to educational leadership and approved by the dissertation supervision committee. The process includes selecting a topic, assuring that the research work meets ethical and professional standards, preparing a proposal, conducting and writing a literature review, collecting and analyzing data, developing conclusions and implications, selecting a format for your dissertation (e.g., traditional 5-chapter empirical, modified 5-chapter qualitative, or an innovative format such as the three-article dissertation). This course may be repeated as needed. Credits may vary.

Credits: 1
