

**CURRICULUM AND TEACHING (CT)**

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**PROGRAMS**

M.A.:	Bilingual Education.....	217	M.S.Ed.:	Fine Arts Education.....	195
	Early Childhood Education.....	177		Foreign Language Education	
	Elementary Education.....	172		(French, German, Russian, Spanish).....	198
	Elementary Education – Mathematics,			Mathematics Education.....	201
	Science and Technology.....	175		Music Education.....	204
	English Education.....	219		Science Education (General Science,	
	Fine Arts Education.....	222		Biology, Chemistry, Physics).....	207
	Foreign Language Education (French,			Social Studies Education.....	211
	German, Russian, Spanish).....	223		Teaching English as a Second Language	
	Mathematics Education.....	227		(TESL).....	214
	Music Education.....	230	Adv.Cert.:	Bilingual Extension.....	243
	Science Education.....	232		Middle School Extension (Grades 5-6) ..	240
	Social Studies Education.....	235		Middle School Extension (Grades 7-9)...	179
	Wind Conducting.....	238		Teaching English as a	
M.S.Ed.:	Business Education.....	189		Second Language (TESL).....	240
	Early Childhood Education.....	166		Intensive Non-Degree Certification Program:	
	Early Childhood (Birth-Grade 2) and			Fine Arts or Music Education.....	244
	Childhood Education (Grades 1-6)...	169		Intensive Non-Degree Certification Program:	
	Elementary Education.....	164		Secondary Education.....	246
	English Education.....	192			

## ELEMENTARY AND EARLY CHILDHOOD EDUCATION (ELED)

### GRADUATE PREPARATION FOR ELEMENTARY TEACHING

#### GENERAL INFORMATION

Programs in elementary and early childhood education at the master's level are designed to serve qualified graduate students who seek certification as teachers in the elementary schools of New York State or advanced work in curriculum and instruction, having obtained certification as classroom teachers.

Two master's degree programs in elementary education—the Master of Science in Education for the noncertified person and the Master of Arts for the certified—have been designed to serve these separate purposes. In subsequent paragraphs the standard requirements and options in the two degree programs are outlined. Substitutions will be permitted with advisement where, in light of the student's background and purposes, other courses are seen to be more appropriate.

Consideration for admission to a master's program requires a baccalaureate degree from an accredited college or university with at least 60 semester hours in liberal arts course work and a minimum of 21 semester hours in a concentration in humanities, natural science or social science. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application to the master's program.
2. A minimum of 2.75 undergraduate grade point average in each of two categories:
  - i. overall course work;
  - ii. liberal arts and sciences course work.
3. A written personal statement of professional intent and rationale.
4. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.
5. An interview (a requirement in some programs).

The department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

Applicants for admission to graduate programs in elementary and early childhood education are made to the Graduate Admissions Office. Students who have not met the full admission requirements may be advised to complete prerequisite courses under a planned program before becoming eligible for full acceptance. Scores on the Graduate Record Examination will be used as an ancillary means of evaluation in some cases.

#### PREREQUISITES FOR NON-CERTIFIED GRADUATE STUDENTS

Admission of noncertified graduate students to the Master of Science in Education program is contingent upon the completion of a baccalaureate degree from an accredited college or university.

#### PREREQUISITES FOR CERTIFIED GRADUATE STUDENTS

Admission of permanently or provisionally certified graduate students to the Master of Arts program is contingent upon the following: a baccalaureate degree from an accredited college or university; evidence of certification in New York State (or equivalent status in terms of professional preparation and experience). Note: students who are not provisionally certified are eligible to become candidates for the M.S. in Education (Elementary Education) degree. Provisionally or permanently certified graduate students and others with equivalent status will enroll in the M.A. program.

**MASTER OF SCIENCE IN EDUCATION: ELEMENTARY EDUCATION**

Professor Miletta, Graduate Program Co-Director, (516) 463-5180, [catmmm@hofstra.edu](mailto:catmmm@hofstra.edu)

Assistant Professor Cooper, Graduate Program Co-Director, (516) 463-5768, [catpmc@hofstra.edu](mailto:catpmc@hofstra.edu)

The master's program in elementary education is offered by the Department of Curriculum and Teaching. This program leads toward the New York State Initial Certificate to teach Childhood Education (grades 1-6). The program blends on-campus preparation with field experiences in a variety of elementary school settings, including high-needs schools, culminating in full-time student teaching. This program is registered with the New York State Education Department.

**ADMISSION CRITERIA FOR THE ELEMENTARY EDUCATION PROGRAM**

Admission to the M.S. in Education program in the Department of Curriculum and Teaching is contingent upon the following:

1. A baccalaureate degree from an accredited college or university with a liberal arts and sciences concentration
2. A minimum GPA of 2.75 in each of two categories:
  - a. overall undergraduate course work
  - b. course work in the liberal arts and science
  - c. students with a GPA of 2.5-2.75 may be accepted provisionally, subject to special conditions.
3. General Education Core prerequisites for teacher education programs (see below)
4. A written personal statement of professional intent and rationale
5. Two letters of reference addressing the applicant's potential to succeed in the teaching profession and graduate course work.

The department understands that any single criterion may not reliably predict a student's potential for success in the program. Students may consider applying even if they fail to meet one of the criteria but feel that other aspects of their experience might compensate.

**GENERAL EDUCATION CORE**

In order to ensure that prospective teachers have a broad education in the liberal arts and sciences, all students must have completed undergraduate course work from each of the content areas below.

1. Artistic Expression/Humanities
2. Communication
3. Information Retrieval
4. Historical and Social Science Concepts
5. Philosophy
6. Language other than English
7. Scientific Processes
8. Mathematical Processes
9. Written Analysis and Expression
10. Cross-Cultural Appreciation

**ELEMENTARY EDUCATION MAJOR REQUIREMENTS (39 s.h.)****Phase 1: 8 s.h.**

Admission to the Elementary Education Program

*Foundations of Education graduate-level elective selected from among the following: 3 s.h.*

- |          |   |
|----------|---|
| FDED 200 | Philosophy of Education, 3 s.h.                           |
| 210      | Contemporary Educational Movements, 3 s.h.                |
| 211      | The School & Society, 3 s.h.                              |
| 230      | History of Education in the United States, 3 s.h.         |
| 231      | Childhood & Adolescence in Historical Perspective, 3 s.h. |

	240	Urban Education, 3 s.h.
	244	Seminar: Alternative Education, 3 s.h.
	248	Multicultural Education, 3 s.h.
	251	Theory of Knowledge & Education, 3 s.h.
	252	Ethics for Educators, 3 s.h.
	255	Seminar: Social Foundations of Education, 3 s.h. or <i>equivalent</i> (including history and philosophy of education in sociocultural community contexts)
SPED	264*	Inclusion in Today's Schools, 3 s.h.
ELED	211	Children's Movements & Rhythmic Activities in the Classroom, 1 s.h.
	212	Art in the Curriculum, 1 s.h.
<b>Phase 2: 22 s.h.</b>		
ELED	213*	Critical Perspectives in Human Development, 3 s.h.
	214*	Critical Connections: Human Development & Schooling, 3 s.h.
	202*	Teaching Reading, Writing & Language Arts: PreK-Grade 3, 3 s.h.
	205**	Language in the Curriculum, 3 s.h.
	206*	Social Studies in the Curriculum, 3 s.h. or
	227*	Elementary School Curriculum, 3 s.h.
	209*	Mathematics in the Curriculum, 3 s.h.
	210*	Science & Technology in the Curriculum, 3 s.h.
	258	Introduction to Information Technology in Education, 1 s.h.
<b>Phase 3: 9 s.h.—Admission to Student Teaching</b>		
ELED	221	Student Teaching, 6 s.h. or
	222A	Supervised Teaching, 3 s.h. and
	222B	Summer Supervised Student Teaching Extension, 3 s.h.
	223	Classroom Perspectives & Issues in Elementary Education, 3 s.h.

\*Fifteen clock hours of field work required in each designated course.

\*\*ELED 275 may be taken in substitution for ELED 205.

Students must maintain a cumulative grade point average of 3.0 in order to remain in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Grades lower than B do not confer credit in required (non-elective) courses in the program.

### FIELD EXPERIENCES BEFORE STUDENT TEACHING

Prospective teachers in the early childhood education program complete a minimum of 120 clock hours (15 clock hours in each designated course) as participant observers in designated schools prior to student teaching. Placements are arranged by the Office of Field Placement. At least one placement in grades 1-6 will be spent in a high-need site recognized by the New York State Department of Education. Students in SPED 264 will participate on-site with special needs children in grades 1-6. Field experiences before student teaching with children in grades 1-3 and 4-6 are integrated with the following courses:

#### Grades 1-3

ELED	213	Critical Perspectives in Human Development, 3 s.h., 15 hrs. in varied settings
	202	Teaching Reading, Writing, & Language Arts: PreK-Grade 3, 3 s.h., 15 hrs. in varied settings
	206	Social Studies in the Curriculum, 3 s.h., 15 hrs. in varied settings
	227	Elementary School Curriculum, 3 s.h., 15 hrs. in varied settings

#### Grades 4-6

ELED	205	Language in the Curriculum, 3 s.h., 15 hrs. in varied settings
	209	Mathematics in the Curriculum, 3 s.h., 15 hrs. in varied settings
	210	Science & Technology in the Curriculum, 3 s.h., 15 hrs. in varied settings

**Grades 1-6**

ELED 214	Critical Connections: Human Development & Schooling, 3 s.h., 15 hrs. in a high-need district
SPED 264	Techniques of Mainstreaming/Inclusion, 3 s.h., 15 hrs. in settings with special needs children

**STUDENT TEACHING PREREQUISITES**

1. Program Phase 2 and General Education core must be completed prior to student teaching.
2. Application forms for student teaching are available in the Office of Field Placement and are accepted by October 1 or March 1 for the succeeding semester.
3. Students must have a cumulative minimum overall GPA of 3.0 in graduate course work.

**GRADUATION REQUIREMENTS**

1. Completion of all requirements for the Master of Science in Education in Elementary Education with an overall GPA of 3.0;
2. completion of the 39 s.h. course requirements in the M.S. in Elementary Education program;
3. an electronic portfolio, illustrating the student's education course work and professional accomplishments;
4. a passing score on the departmental comprehensive examination or departmentally authorized equivalent (no degree credit);
5. the completion of the master's degree within a 5-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for the New York State teachers' Initial Certificate. Students are required to pass each of the New York State Teacher Certification Examinations: The Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST). Students not receiving passing scores on all three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations prior to student teaching, and the Assessment of Teaching Skills – Written (ATS-W) and the Content Specialty Test (CST) during student teaching. All three NYSTCEs should be completed prior to graduation.

**MASTER OF SCIENCE IN EDUCATION: EARLY CHILDHOOD EDUCATION**

*Professor Fromberg, Graduate Program Director, (516) 463-5768, catdpf@hofstra.edu*

The master's program in early childhood education is offered by the Department of Curriculum and Teaching. This integrated program leads toward the New York State Initial Certificate to teach Early Childhood (Birth-Grade 2). The program blends on-campus preparation with field experiences in a variety of early childhood settings, including high-needs schools, culminating in full-time student teaching. This program is registered with the New York State Education Department.

**ADMISSION CRITERIA FOR THE EARLY CHILDHOOD EDUCATION PROGRAM**

Admission to the M.S. in Education program in the Department of Curriculum and Teaching is contingent upon the following:

1. A baccalaureate degree from an accredited college or university with a liberal arts and sciences concentration.
2. A minimum GPA of 2.75 in each of two categories:
  - a. overall undergraduate course work;
  - b. course work in the liberal arts and sciences.
  - c. students with a GPA of 2.5-2.75 may be accepted provisionally, subject to special conditions;

3. General Education Core prerequisites for teacher education programs (see below);
4. A written personal statement of professional intent and rationale;
5. Two letters of reference addressing the applicant's potential to succeed in the teaching profession and graduate course work;
6. An interview with the program director.

The department understands that any single criterion may not reliably predict a student's potential for success in the program. Students may consider applying even if they fail to meet one of the criteria but feel that other aspects of their experience might compensate.

### GENERAL EDUCATION CORE

In order to ensure that prospective teachers have a broad education in the liberal arts and sciences, all students must have completed undergraduate course work from each of the content areas below.

1. Artistic Expression/Humanities
2. Communication
3. Information Retrieval
4. Historical and Social Science Concepts
5. Philosophy
6. Language other than English
7. Scientific Processes
8. Mathematical Processes
9. Written Analysis and Expression
10. Cross-Cultural Appreciation

### EARLY CHILDHOOD EDUCATION MAJOR REQUIREMENTS (38 s.h.)

#### Phase 1: 7 s.h.

Admission to the M.S. in Education Early Childhood Education Program

*Foundations of Education graduate-level elective selected from the following: 3 s.h.*

FDED 200	Philosophy of Education, 3 s.h.
210	Contemporary Educational Movements, 3 s.h.
211	The School & Society, 3 s.h.
230	History of Education in the United States, 3 s.h.
231	Childhood & Adolescence in Historical Perspective, 3 s.h.
240	Urban Education, 3 s.h.
244	Seminar: Alternative Education, 3 s.h.
248	Multicultural Education, 3 s.h.
251	Theory of Knowledge & Education Ethics for Educators, 3 s.h.
255	Seminar: Social Foundations of Education, 3 s.h. or <i>equivalent</i> (including history and philosophy of education in sociocultural community contexts)
SPED 210*	Creative Arts in Special Education, 3 s.h.
ELED 211A	Young Children's Movement, Rhythmic Activities, Music and Play, 1 s.h.

#### Phase 2: 22 s.h.

ELED 243*	Multicultural Perspectives on Early Childhood Development, 3 s.h.
215*	Methods for Study of & Research with Young Children, 3 s.h.
216*	Early Childhood Curriculum, 3 s.h.
217*	Developing & Evaluating Innovation in Early Childhood Curriculum, 3 s.h.
202*	Teaching Reading, Writing & Language Arts: PreK-Grade 3, 3 s.h.

275*	Literacy in Early Childhood Education, 3 s.h.
208*	Interdisciplinary Perspectives on Teaching Mathematics & Science in Early Childhood & Elementary Curriculum, 3 s.h.
258	Introduction to Information Technology in Education, 1 s.h.

**Phase 3: 9 s.h.**

Admission to Student Teaching

ELED 261	Student Teaching: Early Childhood, 6 s.h. or
222A	Supervised Teaching, 3 s.h. and
222B	Summer Supervised Student Teaching Extension, 3 s.h.
262	Classroom Perspectives and Issues: Early Childhood, 3 s.h.

\*Fifteen clock hours of field work required in each designated course.

Students must maintain a cumulative grade-point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Grades lower than B do not confer credit in required (non-elective) courses in the program. Students may repeat courses to meet grade point average requirements.

**FIELD EXPERIENCES BEFORE STUDENT TEACHING**

Prospective teachers in the early childhood education program complete a minimum of 120 clock hours (15 clock hours in each designated course) as participant observers in designated schools prior to student teaching. Placements are arranged by the Office of Field Placement. At least one placement in a pre-kindergarten or kindergarten will be spent in a high-need site recognized by the New York State Department of Education. Students in SPED 210 will participate on-site with special needs PreK-Grade 2 children. Field experiences before student teaching with children in each of the three early childhood groups, pre-kindergarten, kindergarten, and grades 1-2 are integrated with the following courses:

**Pre-Kindergarten/Kindergarten:**

ELED 215, varied settings; ELED 216 varied settings; ELED 243 high-need setting; ELED 275, varied settings

**Grades 1-2 varied settings**

ELED 202, 217, 208

**PreK-Grade 2 special needs children**

SPED 210

**STUDENT TEACHING PREREQUISITES**

1. Program Phase 2 and General Education Core must be completed prior to student teaching.
2. Application forms for student teaching are available in the Office of Field Placement and are accepted by October 1 or March 1 for the succeeding semester.
3. Students must have a cumulative minimum overall GPA of 3.0 in graduate course work.

**GRADUATION REQUIREMENTS**

1. Completion of all course requirements for the Master of Science in Education in Early Childhood Education with an overall GPA of 3.0;
2. completion of the 38 s.h. course requirements in the M.S. in Education in Early Childhood Education program with no fewer than 32 s.h. in residence at Hofstra University;
3. an electronic portfolio, illustrating the student's education course work and professional accomplishments;
4. a passing score on the departmental comprehensive examination or departmentally authorized equivalent (no degree credit);
5. the completion of the master's degree within a 5-year period.

### TEACHER CERTIFICATION REQUIREMENTS

Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for the New York State Teachers' Initial Certificate. Students are required to pass each of the New York State Teacher Certification Examinations: The Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST). Students not receiving passing scores on all three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations prior to student teaching, and the Assessment of Teaching Skills – Written (ATS-W) and the Content Specialty Test (CST) during student teaching. All three NYSTCEs should be completed prior to graduation.

### MASTER OF SCIENCE IN EDUCATION: DUAL CERTIFICATION PROGRAM IN EARLY CHILDHOOD EDUCATION (BIRTH-GRADE 2) AND CHILDHOOD EDUCATION (GRADES 1-6)

*Professor Fromberg, Graduate Program Director, (516) 463-5768, catdpf@hofstra.edu*

The master's dual certification program in early childhood education and childhood education is offered by the Department of Curriculum and Teaching. It is designed to prepare qualified graduate students as teachers in the areas of early childhood education and childhood education. All students in the program are engaged in observation and field work in a variety of early childhood and elementary school settings throughout the area.

This master's program leads to certification (birth-grade 2; grades 1-6) by the New York State Education Department upon the recommendation of the School of Education and Allied Human Services.

Graduate students who enter upon a program of studies on a nonmatriculated basis are limited to a maximum of 12 semester hours of course work. Matriculated students must complete 19 hours in residence at the Hofstra campus.

Liberal arts and sciences education prerequisites required by the New York State Education Department must be completed prior to conferral of the degree.

### ADMISSION CRITERIA FOR THE M.S. IN EDUCATION DUAL CERTIFICATION PROGRAM IN EARLY CHILDHOOD EDUCATION AND CHILDHOOD EDUCATION

Admission to the M.S. in Education degree program in the Department of Curriculum and Teaching is based on a comprehensive review of multiple criteria including the following:

1. A baccalaureate degree from an accredited college or university with a liberal arts and sciences concentration.
2. An overall GPA of 2.75 or higher on all course work.
3. A GPA of 2.75 or higher in liberal arts and sciences course work. Students with a GPA between 2.5 and 2.75 may be accepted provisionally, subject to special conditions.
4. Two letters of reference addressing the applicant's potential to succeed in the teaching profession.
5. A written personal statement of professional intent and rationale.
6. An interview with the Program Director.

The department understands that any single criterion may not reliably predict a student's potential for success in the program. Students may consider applying even if they fail to meet one of the criteria but feel that other aspects of their experience might compensate.



**GENERAL EDUCATION CORE**

In order to ensure that prospective teachers have a broad education in the liberal arts and sciences, all students must have completed undergraduate course work from each of the content areas below.

1. Artistic Expression/Humanities
2. Communication
3. Information Retrieval
4. Historical and Social Science Concepts
5. Philosophy
6. Language other than English
7. Scientific Processes
8. Mathematical Processes
9. Written Analysis and Expression
10. Cross-Cultural Appreciation

**PEDAGOGICAL CORE REQUIREMENTS FOR THE M.S. IN EDUCATION: DUAL CERTIFICATION PROGRAM  
IN EARLY CHILDHOOD EDUCATION AND CHILDHOOD EDUCATION (41 s.h.)****Phase 1: 8 s.h.**

*Foundations of Education elective selected from among the following: 3 s.h.*

FDED	200	Philosophy of Education, 3 s.h.
	210	Contemporary Educational Movements, 3 s.h.
	211	School and Society, 3 s.h.
	230	History of Education in the United States, 3 s.h.
	231	Childhood and Adolescence in Historical Perspective, 3 s.h.
	240	Urban Education, 3 s.h.
	244	Seminar: Alternative Education, 3 s.h.
	248	Multicultural Education in the Metropolitan Area, 3 s.h.
	251	Theory of Knowledge and Education, 3 s.h.
	252	Ethics for Educators, 3 s.h.
	255	Seminar: Social Foundations of Education, 3 s.h. or <i>equivalent</i> (including history and philosophy of education in socio-cultural community contexts)
SPED	210	The Creative Arts in Special Education, 3 s.h.
ELED	211*	Integrating Children's Movement & Rhythmic Activities in the Curriculum, 1 s.h. or
	211A	Young Children's Movement, Rhythmic Activities, Music and Play, 1 s.h.
	258	Introduction to Information Technology in Education, 1 s.h.

**Phase 2: Required and Elective courses: 21 s.h.**

ELED	214*	Critical Connections: Human Development and Schooling, 3 s.h. or
	243	Multicultural Perspectives on Early Childhood Development, 3 s.h.
	215	Methods for Study of and Research with Young Children, 3 s.h.
	202*	Teaching Reading, Writing, & Language Arts: PreK-3, 3 s.h. or
	275*	Literacy in Early Childhood Education, 3s.h.
	205*	Language in the Curriculum, 3 s.h.
	216*	Early Childhood Curriculum, 3 s.h.
	217*	Developing & Evaluating Innovations in Early Childhood, 3 s.h.
	208*	Interdisciplinary Perspectives on Teaching Mathematics & Science in Early Childhood & Elementary Curriculum, 3 s.h.

**Phase 3: Student Teaching: 12 s.h.**

ELED 261	Student Teaching: Early Childhood, 6 s.h. or
222A	Supervised Teaching, 3 s.h. and
222B	Summer Supervised Student Teaching Extension, 3 s.h.
262	Classroom Perspectives and Issues: Early Childhood, 3 s.h.
264	Dual Program Student Teaching (Grades 4-6), 2 s.h.
266	Dual Program Classroom Perspectives and Issues (Grades 4-6), 1 s.h.

\*15 clock hours of field experiences.

Students must maintain a cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive a grade of B or higher in all required non-elective courses in the program.

**FIELD EXPERIENCES PRIOR TO STUDENT TEACHING** (15 clock hours in each course)

Prospective teachers in the dual certification program in early childhood education and childhood education complete a minimum of 120 clock hours as participant observers in designated schools prior to student teaching. Placements are arranged by the Office of Field Placement. At least one placement will be spent in a site recognized by the New York State Education Department as high need. Students in SPED 210 will participate on-site with students who have disabilities.

**PreK-K**

ELED 215	Methods for Study of and Research with Young Children, 3 s.h., varied settings
216	Early Childhood Curriculum, 3 s.h., varied settings
243	Multicultural Perspectives on Early Childhood Development, 3 s.h., high-need settings, or ELED 214

**Grades 1-3**

ELED 202	Reading, Writing, and Language Arts: PreK-Grade 3, 3 s.h. or
275	Literacy in Early Childhood, 3 s.h., varied settings
217	Developing and Evaluating Innovations in Early Childhood, 3 s.h., varied settings

**Grades 4-6**

ELED 205	Language in the Curriculum, 3 s.h., varied settings
208	Interdisciplinary Perspectives on Teaching Mathematics & Science in Early Childhood & Elementary Curriculum, 3 s.h., varied settings

**Grades PreK-6**

ELED 214	Critical Connections: Human Development and Schooling, 3 s.h., high-needs setting or ELED 243
SPED 210	The Creative Arts in Special Education, 3 s.h., setting with special needs students

**Student Teaching**

ELED 261	300 clock hours minimum (14 weeks) (K; Grades 1-2)
264	20 days minimum (January) (Grades 4-6)

**STUDENT TEACHING PREREQUISITES**

1. Program Phase 2 and General Education Core must be completed prior to student teaching.
2. Application forms for student teaching are available in the Office of Field Placement and are accepted by October or March 1 for the succeeding semester.
3. Students must have a cumulative minimum overall GPA of 3.0 in graduate course work without incompletes. Student teaching will not be waived.

**GRADUATION REQUIREMENTS**

1. Successful completion of all course requirements for the Master of Science in Education Dual Certification in Early Childhood Education and Childhood Education with an overall GPA of 3.0;
2. completion of the 41 s.h. course requirements in the M.S. in Education Dual Certification Program in Early Childhood Education and Childhood Education;
3. an electronic portfolio, illustrating the student's education course work and professional accomplishments;
4. a passing score on the departmental comprehensive examination or departmentally authorized equivalent (no degree credit);
5. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for the New York State teachers' Initial Certificates. Students are required to pass each of the New York State Teacher Certification Examinations: The Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Tests (CSTs)[Childhood Education and Early Childhood Education]. Students not receiving passing scores on all four examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations prior to student teaching and the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Tests (CSTs) during student teaching. All four NYSTCEs should be completed prior to graduation.

**MASTER OF ARTS: ELEMENTARY EDUCATION**

*Professor Koch, Graduate Program Director, (516) 463-5777, catjzk@hofstra.edu*

The program of studies in Elementary Education leading to the Master of Arts (M.A.) degree is designed to provide advanced study in elementary school curriculum and instruction for those holding Initial Certification in Childhood Education (grades 1-6) or Early Childhood Education (birth-grade 2). (See Special Provision for Childhood Certification.\*)

**ADMISSION REQUIREMENTS FOR THE MASTER OF ARTS: ELEMENTARY EDUCATION**

Applications for admission to a Master of Arts (M.A.) program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the M.A. program.
2. New York State Initial Certification in Childhood or Early Childhood Education. (Applicants who have Provisional Certification rather than Initial Certification should see the appropriate graduate program director for the program alternatives.)
3. A minimum grade point average of 2.75 in each of two categories: overall undergraduate course work and course work in the liberal arts and sciences. Applicants with GPAs between 2.5 and 2.75 may be accepted provisionally, subject to specific conditions.
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.
6. An interview with the Program Director.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Candidates may wish to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

Matriculated students must complete a minimum of 24 s.h. of the M.A. program in residence at Hofstra. No more than 6 s.h. may be transferred into the program. A maximum of 12 s.h. of graduate course work leading toward the M.A. degree may be completed prior to matriculation in the program.

Students must maintain a cumulative grade point average of 3.0 in order to remain in the program. Grades of D or lower will not be counted toward the graduate degree, but will be included in determining the grade point average. Students must receive grades of B or higher in all required (non-elective) courses in the program.

### ELEMENTARY EDUCATION MAJOR REQUIREMENTS (35-36 s.h.)

The major in Elementary Education consists of a minimum of 35 semester hours of graduate course work. Students must complete all course requirements from one of the following areas of specialization:

#### Specialization Area: The Arts and Humanities

##### Phase 1. Curriculum and Teaching Core: 6 s.h.

- |      |     |  |
|------|-----|--|
| ELED | 234 | Critical Perspectives on Curriculum & Teaching, 3 s.h.                         |
|      | 235 | Intersections of Mathematics, Science & Technology & Curriculum Design, 3 s.h. |

##### Phase 2. The Arts and Humanities: 12 s.h.

*Select four courses from the following:*

- |      |     |   |
|------|-----|---|
| ELED | 233 | Curriculum & Instruction in Creative Arts, 3 s.h.                             |
|      | 230 | Curriculum & Instruction in Social Studies, 3 s.h.                            |
|      | 254 | Teaching History & Geography in Early Childhood & Childhood Education, 3 s.h. |
|      | 224 | Multicultural Literature in the Elementary School Curriculum, 3 s.h.          |
|      | 278 | Writing & Children's Literature, 3 s.h.                                       |

##### Phase 3. Education Electives: 9 s.h.

*Select three courses from the following:*

- |      |     |  |
|------|-----|--|
| CT   | 272 | Technology & the Teaching of Writing, 3 s.h.   |
| ELED | 275 | Literacy in Early Childhood Education, 3 s.h.  |
|      | 277 | Classroom Strategies in Teaching Writing, 3 s.h.                                     |
| FDED | 200 | Philosophy of Education, 3 s.h.  |
|      | 220 | Aesthetic Education, 3 s.h.  |
|      | 221 | Celebrating Humanity: Aesthetic Experience & Education in Global Perspective, 3 s.h. |
|      | 225 | The Museum as Educator, 3 s.h.   |
|      | 255 | Seminar: Children of Color & Their Educational Experiences, 3 s.h.                   |
| LYST | 208 | Language & Literacy in Urban Settings, 3 s.h.  |
|      | 212 | Family, Community & School Literacies: Cultural Perspectives, 3 s.h.                 |
|      | 220 | Literature in the Lives of Young Childhood, 3 s.h.                                   |

##### Phase 4. Culminating Thesis Courses and Field Consultation: 8-9 s.h.

- |      |       |                                  |
|------|-------|----------------------------------|
| ELED | 250A  | Inquiry in the Classroom, 3 s.h. |
|      | 250C  | Teacher Action Research, 4 s.h.  |
|      | 253C  | Field Consultation, 1 s.h. or    |
|      | 253D* | Field Consultation, 2 s.h.       |

\*(See Special Provision for Childhood Certification.)

#### Specialization Area: Curriculum Studies in Multicultural Communities

##### Phase 1. Curriculum and Teaching Core: 6 s.h.

- |      |     |  |
|------|-----|--|
| ELED | 234 | Critical Perspectives on Curriculum and Teaching, 3 s.h.                       |
|      | 235 | Intersections of Mathematics, Science & Technology & Curriculum Design, 3 s.h. |

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**174 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)**

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**Phase 2. Curriculum Studies in Multicultural Communities: 12 s.h.**

- ELED 207 Dynamics of Curricular Change, 3 s.h.  
224 Multicultural Literature in the Curriculum, 3 s.h.

*Select two courses from the following:*

- FDED 240 Urban Education, 3 s.h.  
242 Foundational Perspectives in Multicultural Education, 3 s.h.  
248 Multicultural Education in the Metropolitan Area, 3 s.h.  
255 Children of Color & Their Educational Experiences, 3 s.h.

**Phase 3. School of Education and Allied Human Services Electives: 9 s.h.**

*Select three courses from the following:*

- EADM 280G Media and Its Impact on School Organization, 3 s.h.  
280X Power, Politics & Public Schools, 3 s.h.  
ELED 240 Perspectives in Curriculum, 3 s.h.  
CT 208 Multicultural Curriculum & Teaching, 3 s.h.  
250 Gender Issues in the Classroom, 3 s.h.  
FDED 241 Education & Revolutionary Ideology, 3 s.h.  
244 Seminar: Alternative Education, 3 s.h.  
247 The Family as Educator: Multicultural Dimensions, 3 s.h.  
270 Gender & Schooling, 3 s.h.  
287C Education & the Public Sphere, 3 s.h.  
LYST 212 Family, Community & School Literacies: Cultural Perspectives, 3 s.h.  
213 Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h.  
MHAE 242 Multicultural Issues in Health, 1.5 s.h.  
257A Public Health Issues & Policy Making, 1.5 s.h.

**Phase 4. Culminating Thesis Courses and Field Consultation: 8 s.h.**

- ELED 250A Inquiry in the Classroom, 3 s.h.  
250C Teacher Action Research, 4 s.h.  
253C Field Consultation, 1 s.h. or  
253D\* Field Consultation, 2 s.h.

\*(See Special Provision for Childhood Certification.)

**Specialization Area: Educational Technology****Phase 1. Curriculum and Teaching Core: 6 s.h.**

- ELED 234 Critical Perspectives on Curriculum & Teaching, 3 s.h.  
235 Intersections of Mathematics, Science & Technology & Curriculum Design, 3 s.h.

**Phase 2. Educational Technology: 12 s.h.**

- CT 200 Introduction to Computer Technology in Education, 3 s.h.  
210 Emerging Technologies for Teaching & Learning, 3 s.h.  
214 Information Technology in Elementary Education, 3 s.h.

*Select one course from the following:*

- CT 211A Computer Authoring & Scripting Environments, 3 s.h.  
215 Cognition & Artificial Intelligence, 3 s.h.  
275 Selected Topics in Educational Software Development, 3 s.h.

**Phase 3. Educational Electives: 9 s.h.**

*Select three courses from the following:*

- CT 219 Cognition & Instruction, 3 s.h.

	253	Teaching for Thinking, 3 s.h.
	272	Technology & the Teaching of Writing, 3 s.h.
ELED	207	Dynamics of Curricular Change, 3 s.h.
FDED	280	Logical Foundations of Teaching & Method, 3 s.h.
	251	Theories of Knowledge in Shaping Schools, 3 s.h.
	252	Ethics for Educators, 3 s.h.

**Phase 4. Culminating Thesis Courses and Field Consultation: 9 s.h.**

ELED	250A	Inquiry in the Classroom, 3 s.h.
	250B	The Master's Thesis: Culminating Experience for the M.A. in Elementary Education, 4 s.h.
	253C	Field Consultation, 1 s.h. or
	253D*	Field Consultation, 2 s.h.

\*(See Special Provisions for Childhood Certification.)

\*Special Provision for Childhood Certification: Students holding an Initial Certificate in Early Childhood Education and who wish to obtain an additional certification in Childhood Education must register for ELED 253D for 2 semester hours. Students will be required to fulfill a 20-day field experience in grades 3-6. Additionally, students must complete 50 clock hours of classroom participation/observation prior to enrolling in ELED 253D. The classroom participation/observation field experience will be planned and supervised by the student's academic adviser. All participation/observation field experiences will occur in grades 3-6. Students should contact the Office of Field Placement in the Department of Curriculum and Teaching to arrange field placements.

**GRADUATION REQUIREMENTS**

1. Completion of all course requirements for the Master of Arts program in Elementary Education (35-36 s.h.) with an overall GPA of 3.0 or higher;
2. no grades lower than B in required (non-elective) courses;
3. completion of all course requirements in one of the following specialization areas: The Arts and Humanities; Curriculum Studies in Multicultural Communities; or Educational Technology; and
4. successful completion of the Master's Thesis.
5. All course work in the Master's degree program must be completed within a five-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Professional Certificate Requirements: Upon successful completion of the M.A. in Elementary Education, students will be eligible to apply for the University's recommendation for the New York State Teacher Professional Certification in Elementary Education upon meeting the New York State requirements. Additional information pertaining to certification can be found on page 102.

**MASTER OF ARTS: ELEMENTARY EDUCATION – MATHEMATICS, SCIENCE, AND TECHNOLOGY**

*Associate Professor Koch, Graduate Program Director, (516) 463-5777, catjzk@hofstra.edu*

The M.A. Program in Elementary Education with specialization in Mathematics, Science, and Technology is designed for experienced elementary school teachers who seek the skills, knowledge, and dispositions to integrate the teaching of these areas. Technology is defined as information technology, the integration of skills that require the use of computer applications to enhance student learning of mathematics and science as well as design technology, which encompasses the study of the technological world that inventors, engineers and other innovators have created. Both educational technology and design technology are applied to the study of elementary science and mathematics to further the development of meaningful understanding in these areas. Integration of these areas occurs within a broader understanding of the way in which society both reflects and shapes curriculum and pedagogy in schools.

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**176 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)**

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The program is designed to provide advanced study in the elementary curriculum for those currently holding New York State Initial Teacher Certification. Graduate students who enter the program on a nonmatriculated basis prior to making application for acceptance to the program are limited to a maximum of 12 semester hours of course work.

**ADMISSION REQUIREMENTS**

New York State Initial Certificate to teach Early Childhood or Childhood Education.

1. An overall GPA of 2.75 or higher on all undergraduate course work.
2. An overall GPA of 2.75 or higher in liberal arts and sciences course work.
3. Two letters of recommendation addressing the applicant's success in the teaching profession and the capacity to undertake graduate study.
4. A written personal statement of professional intent and rationale.
5. An interview with the program director.

The department understands that any single criterion may not reliably predict a student's potential for success in the program. Students may consider applying even if they fail to meet one of the criteria but feel that other aspects of their experience might compensate.

**PROGRAM REQUIREMENTS (35 s.h.)****Curriculum and Teaching Core: 6 s.h.**

ELED	234	Critical Perspectives on Curriculum & Teaching, 3 s.h.
	235	Intersections of Mathematics, Science & Technology & Curriculum Design, 3 s.h.

**MST Specialization: 12 s.h.**

ELED	231	Curriculum & Instruction in Science, 3 s.h.
	232	Curriculum & Instruction in Mathematics, 3 s.h.
	239	Technology Education in Elementary School, 3 s.h.
CT	200	Introduction to Computer Technology in Education, 3 s.h.

**Liberal Arts and Sciences Electives: 6 s.h.**

*Select two from the following:*

TPP	201	Science, Technology & Society, 3 s.h.
NSC	203	Science for Elementary School Teachers, 3 s.h.
MATH	280T	Pre-College Mathematics, Discovering Mathematical Principles Through Technology, 3 s.h.
NG	201	Astronomy, Space Science & Aerospace Workshop, 3 s.h. (New College)
BIO	213	Current Topics in Genetics and Evolution, 3 s.h.
ASTR	280	Workshop in Astronomy, 3 s.h.

*School of Education and Allied Human Services Elective (with advisement), 3 s.h. Recommended courses include:*

MHAE	231	Teaching Elementary School Children About Health, 3 s.h.
CT	250	Gender Issues in the Classroom, 3 s.h.
FDED	270	Gender & Schooling, 3 s.h.
	220	Aesthetic Education, 3 s.h.
	240	Urban Education, 3 s.h.
	244	Seminar: Alternative Education, 3 s.h.
	247	The Family as Educator: Multicultural Dimensions, 3 s.h.
	248	Multicultural Education in the Metropolitan Area, 3 s.h.
	252	Ethics for Educators, 3 s.h.

LYST	212	Family, Community, & School Literacies: Cultural Perspectives, 3 s.h.
	216	Literacy Learning at Home at School, 3 s.h.
	220	Literature in the Lives of Young Children, 3 s.h.

**Culminating Thesis Course and Field Consultation: 8 s.h.**

ELED	250A	Techniques of Classroom Research, 3 s.h.
	250B	The Master's Thesis: Culminating Experience for the M.A. in Elementary Education, 4 s.h.
	253	MST Field Consultation, 1 s.h.

Students must maintain a cumulative grade point average of 3.0 in order to remain in the program. Grades of D or lower will not be counted toward the graduate degree, but will be included in determining the grade point average. Grades lower than B do not confer credit in required (non-elective) courses in the program. Students may repeat courses to meet grade point average requirements.

**GRADUATION REQUIREMENTS**

1. Completion of all course requirements for the Master of Arts in Elementary Education – Mathematics, Science, and Technology with an overall GPA of 3.0;
2. completion of the 35 s.h. course requirements in the M.A. in Elementary Education – Mathematics, Science, and Technology with no fewer than 26 s.h. in residence at Hofstra;
3. successful completion of the Master's thesis;
4. completion of the Master's degree within a 5-year period.

**TEACHER CERTIFICATION**

Professional Certification Requirements: upon successful completion of the M.A. in Elementary Education, students will be eligible to apply for the University's recommendation for the New York State Teacher Professional Certificate in Elementary Education upon meeting the New York State requirements. Additional information pertaining to certification can be found on page 102.

**MASTER OF ARTS: EARLY CHILDHOOD EDUCATION**

*Professor Fromberg, Graduate Program Director; (516) 463-5768, catdpf@hofstra.edu*

The Master of Arts in Early Childhood Education is part of the Department of Curriculum and Teaching. This integrated program is designed for teachers who hold the Initial Certificate to teach and wish to prepare for the New York State Professional Certificate to teach Early Childhood (Birth-Grade 2).

**ADMISSION CRITERIA**

New York State Initial Certificate to teach Early Childhood or Childhood Education.

1. A minimum GPA of 2.75 in each of two categories:
  - a. overall undergraduate course work;
  - b. course work in the liberal arts and sciences.
2. Two letters of reference addressing the applicant's success in the teaching profession and the capacity to undertake graduate study.
3. A written personal statement of professional intent and rationale.
4. An interview with the program director.

The department understands that any single criterion may not reliably predict a student's potential for success in the program. Students may consider applying even if they fail to meet one of the criteria but feel that other aspects of their experience might compensate.



**MAJOR REQUIREMENTS (35 s.h.)**

SPED	310	Issues in Infant, Toddler, Preschool, Parent & Family Involvement Programs, 3 s.h.
<i>Foundations of Education elective: 3 s.h.</i>		
FDED	220	Aesthetic Education, 3 s.h.
	225	The Museum as Educator, 3 s.h.
	231	Childhood & Adolescence in Historical Perspective, 3 s.h.
	247	The Family as Educator: Multicultural Dimensions, 3 s.h.
	251	Theory of Knowledge & Education, 3 s.h.
	252	Ethics for Educators, 3 s.h.
	255	Seminar: Social Foundations of Education, 3 s.h. or the equivalent (educational issues on sociocultural contexts)

**Content-Pedagogy linked course work electives, including a minimum of 3 s.h. in each of the following three areas for a total of 12 s.h. with advisement:**

**English/Literacy:**

DRAM	277	Theater Methods in Educational Dramatics, 3 s.h.
ELED	225	Teaching English as a Second Language, 3 s.h.
	265	Children's Literature for Early Childhood Educators, 3 s.h.

**Social Studies:**

ELED	254	History & Geography in Early Childhood Elementary Education, 3 s.h.
ISI	301	Cultural Diversity & Global Studies (New College), 3 s.h.

**Mathematics, Science, & Technology:**

ELED	231	Curriculum & Instruction in Science, 3 s.h.
	232	Curriculum & Instruction in Mathematics, 3 s.h.
	239	Technology Education in Elementary School, 3 s.h.
MHAE	231	Teaching Elementary School Children About Health, 3 s.h.
MATH	280T	Mathematics for Teachers, 3 s.h.

**Phase 1.**

Admission to the Early Childhood Education M.A. Program

**Phase 2.**

ELED	270	Methods for Study of & Research With Young Children, 3 s.h.
	271	Early Childhood Curriculum, 3 s.h.
	272	Curriculum Innovations in Early Childhood Programs, 3 s.h.
	272L	Early Childhood Field Consultation, 1 s.h. (50 clock hours)
	274	Curriculum Supervision of Early Childhood Centers, 3 s.h.

**Phase 3: Professional Portfolio Project (Prerequisites: completion of Phases 1 & 2)**

ELED	273	Early Childhood Professional Portfolio, 3 s.h.
	273L	Early Childhood Field Consultation, 1 s.h. (20 days)

Students must maintain a cumulative grade point average of 3.0 in order to remain in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive a grade of B or higher in all required nonelective courses in the program.

### GRADUATION REQUIREMENTS

1. Completion of all course requirements for the M.A.: Early Childhood Education with an overall GPA of 3.0;
2. completion of the 35 s.h. course requirements in the M.A.: Early Childhood with no fewer than 26 s.h. in residence at Hofstra University;
3. a culminating Professional Portfolio Project successfully completed in Phase 3;
4. completion of the master's degree within a 5-year period.

Professional Certificate Requirements: Upon successful completion of the M.A.: Early Childhood, students are eligible to be recommended by the University for New York State Professional Certification in Early Childhood. Additional information pertaining to certification can be found on page 102.

### ADVANCED CERTIFICATE: MIDDLE SCHOOL EXTENSION (GRADES 7-9)

*Assistant Professor Stacki, Graduate Program Director, (516) 463-5783, catsis@hofstra.edu*

This advanced certificate program for Middle Childhood education is designed for graduate students who have completed or are in the process of completing New York State Initial or Professional teacher certification in grades 1-6. This program extends certification into grades 7-9.

### ADMISSION REQUIREMENTS

Applicants for admission to this Advanced Certificate Program in Middle Childhood Education in the Department of Curriculum and Teaching must be in the process of completing or possess Initial or Professional Certification in childhood education (Grades 1-6) and demonstrated completion of at least 30 semester hours of college course work in the subject area to be taught. This course work leads to the extension of teaching of a subject in grades 7-9.

Applicable subject areas, each requiring completion of 30 s.h. in the content area (with advisement):

- English: (undergraduate or graduate) beyond freshman composition
- Language other than English (undergraduate course work) beyond intermediate level
- Mathematics: (undergraduate or graduate) including 18 semester hours of nonintroductory course work including calculus I and II, probability and statistics, finite/discrete mathematics, higher geometry, linear algebra
- Social Studies: (undergraduate or graduate course work) nonwestern history, United States history, European history/western civilization, economics and sociology
- General Science: (undergraduate or graduate course work) biology, chemistry, geology and physics

Applicants must submit a completed application form obtained from the Office of Graduate Admissions; possess a cumulative grade point average of 3.0 or higher in all graduate course work; interview with the Middle Childhood Education Program Director.

### PROGRAM REQUIREMENTS (6 s.h.)

CT	221	Middle Childhood Philosophy & Teaching, 3 s.h.
	248A	Middle Childhood Curriculum: 7-9, 3 s.h. or a methods course in the primary area of certification, specific to middle grade levels:
CT	221	Middle Childhood Philosophy & Teaching, 3 s.h.
SED	276	United States History: A Middle School Approach, 3 s.h.

### GRADUATION REQUIREMENTS

1. A minimum GPA of 3.0 in overall graduate work and no grades below B in required courses;
2. all course work taken in satisfaction of this certificate must have been taken within a five-year period;
3. completion of the New York State Content Specialty Test (CST) in the applicable subject area.

**(ELED) COURSES**

ELED 202                      Fall, Spring                      3 s.h.

***Teaching Reading, Writing, and Language Arts: PreK-Grade 3***

This course is designed to prepare students to teach reading and writing in the elementary school. The focus is on the acquisition of language and literacy in young children from diverse backgrounds, and the teacher's active role in scaffolding this learning in accordance with New York State guidelines and national professional association Standards for the Language Arts. Theoretical and curricular issues will be considered in the context of the psychosocial nature of reading and writing, and the roles that family, culture, language, and diverse learning styles play in children's learning. Readings and discussions address the integrated reading/writing program, technology, assessment, and the selection and use of children's literature. Students are placed in a classroom setting in grades 1-3 for a minimum of 15 clock hours, as participant observers, reflectively analyzing teacher and child interactions and curriculum. (Formerly Developmental Reading.)

ELED 205                      Fall, Spring, Summer                      3 s.h.

***Language in the Curriculum***

This course examines the interrelationship of the Language Arts with an emphasis on Children's Literature and authentic writing in the elementary grades for leaders from diverse cultures and language backgrounds. Readings and activities stress the design and assessment of a literacy curriculum based on New York State and national standards. Classroom observations are required. Students spend 15 hours as participants and observers in classroom settings. *Prerequisite: ELED 213 or 214*

ELED 206                      Spring                      3 s.h.

***Social Studies in the Curriculum***

An in-depth study of social studies curriculum which considers the contributions of the social sciences and the humanities. Consideration of instructional strategies, materials and development of creative opportunities which meet the needs of diverse populations. Classroom observations are required.

*Prerequisite: ELED 213 or 214.*

ELED 207                      Periodically                      3 s.h.

***Dynamics of Curricular Change***

The implementation of curricular change through adaptation in subject matter, methodology, materials and facilities. The planning of change, models of the change process, generalizations developed in the research traditions in innovation, the diffusion process in education, status of adaptation and rejection of education innovations, organizing and implementing curricular change. Same as SED 207.

ELED 208                      Once a year                      3 s.h.

***Interdisciplinary Perspectives on Teaching Mathematics and Science in Early Childhood and Elementary Curriculum***

An examination of the objectives, content and techniques of teaching appropriate to contemporary developments in science and mathematics. A theory of instruction based on the intellectual development of children is used as a basis for curriculum design. Classroom observations of 15 clock hours are required. *Prerequisites: ELED 213, 214, 215, 243 or equivalent. (Formerly Science and Mathematics.)*

ELED 209                      Fall, Spring, Summer                      3 s.h.

***Mathematics in the Curriculum***

An evaluation of the objectives, content and techniques of teaching appropriate to contemporary developments in mathematics. A theory of instruction based on the intellectual development of children is used as a basis for curriculum design. Classroom observations are required.

*Prerequisite: ELED 213 or 214.*

ELED 210                      Fall, Spring, Summer                      3 s.h.

***Science and Technology in the Curriculum***

Examination of the objectives, content and techniques of teaching appropriate to contemporary developments in sciences and technology. A theory of instruction based on the intellectual development of children is used as a basis for curriculum design. Classroom observations are required.

*Prerequisite: ELED 213 or 214. There is a material fee of \$10.*

ELED 211                      Fall, January, Spring, Summer                      1 s.h.

***Children's Movement and Rhythmic Activities in the Curriculum***

Participants acquire methods of instruction, activities, and materials for use in children's movement and rhythmic activities. Consideration is given to multicultural content and the special learning needs of diverse student populations.

ELED 211A                      Fall, Spring, Summer                      1 s.h.

***Young Children's Movement, Rhythmic Activities, Music and Play***

Theories concerning how young children learn and participate in creative movement, music, aesthetic, and rhythmic activities are stressed. Integrative learning experiences, constructivist teaching, and the role of play as a condition for learning are discussed. Consideration is given to multicultural content. Emphasis is also placed on constructing movement, music, and rhythmic activities for children with special learning needs.

ELED 212 Fall, January, Spring, Summer 1 s.h.

***Art in the Curriculum***

Explore modes of integrating the creative arts into the elementary school curriculum. Study art forms that engage students on a multitude of levels, thereby clarifying and enhancing required academic curriculum. Subjects covered include perception, developmental stages in art, multiple intelligence theory, adaptation for included children with handicapping conditions, curriculum mapping and art history. Art forms explored include painting, sculpture, collage, and poetry. There is a material fee of \$10.

ELED 213 Fall, Spring, Summer 3 s.h.

***Critical Perspectives in Human Development***

One of the two courses that critically examines human development within the context of culture and schooling, designed for prospective teachers who need to take seriously the idea that cultural context is crucial to understanding development. Teachers' preconceptions of school and children are identified and problematized. Traditional theories are explored and critiqued and the idea of a natural developmental progression is questioned. Emphasis on the individual is broadened to include the ways in which school/social structures limit and support development. 15 hours of field work required. (Formerly ELED 213, 214. Child Development and the Elementary School Program.)

ELED 214 Fall, Spring, Summer 3 s.h.

***Critical Connections: Human Development and Schooling***

One of the two courses that critically examines human development within the context of culture and schooling, designed for prospective teachers who need to take seriously the idea that cultural context is crucial to understanding development. Emphasis is placed on changing those aspects of the school and classroom environment to support and enhance the development of children. Students consider notions of development that are grounded in concerns for equity and social justice. 15 hours of field work required. (Formerly ELED 213, 214. Childhood Development and the Elementary School Program.)

ELED 215 Fall 3 s.h.

***Methods for Study of and Research With Young Children***

Methods for study of and research with children (birth-grade 2) in the school setting, family, and community. Research and assessment methods with particular attention to early education. Critical study of child development theories; child study of social, emotional, cognitive, linguistic, physical, health, and aesthetic processes. Attention to sociocultural and personal contexts is integrated in assessing the learning of children with diverse experiences and abilities. Fifteen clock hours of reflective participation and observation in a public or registered group setting for pre-K children. Students provide their own transportation.

*Prerequisite:* admission to the M.S. in Education program in early childhood or permission of instructor.

ELED 216 Fall 3 s.h.

***Early Childhood Curriculum***

This course considers the variety of early childhood settings, rationales, programs, and organizations. The historical bases of the field are reviewed in order to identify and assess these roots in the context of present trends and practices. Participants will study and critique methods and materials, with particular emphasis on physical knowledge activities and related mathematics materials within an integrated classroom organization. There is study of how to set up, organize, and maintain active learning in decentralized ways. Fifteen clock hours of field work in pre-K is required. Students must provide transportation to and from schools. Pass/Fail grade only.

*Prerequisite or corequisite:* ELED 215 for Department of Curriculum and Teaching majors or permission of the instructor.

ELED 217 Spring 3 s.h.

***Developing and Evaluating Innovation in Early Childhood Curriculum***

This course focuses on the integrated processes and content of curriculum decision making and development. Particular attention will be given to the integration of the social studies, arts, literacy, and humanities in ways that are multicultural, and as part of a dynamic themes approach. Participants will use a variety of models of teaching in order to differentiate instruction and assessment of children of different abilities. There is study of how to set up, organize, and maintain active learning in decentralized ways. Fifteen clock hours of field work in grades 1-2 is required. Students must provide transportation to and from schools. Pass/Fail grade only.

*Prerequisite:* ELED 216.

ELED 219 Fall, Spring 9 s.h.

***Supervised Teaching with Normal and Handicapped Children***

(Physically Handicapped, Neurologically Impaired/Learning Disabled, Emotionally Disturbed and/or Mentally Retarded.) Must be taken concurrently with ELED 223. Same as SPED 219A-219B.

ELED 221 Fall, Spring 6 s.h.

***Student Teaching***

Full-time student teaching in cooperating schools with direction and supervision from University supervisors. Students have two placements during the semester: one on the primary level (1-3) and on the intermediate level (4-6). Weekly seminars are provided. Admission by application and interview. Applications obtainable at the Office of Field Placement, to be returned by October 1 for the spring semester and by March 1 for the fall semester. Must be taken concurrently with ELED 223. Pass/Fail grade only.

*Prerequisite:* Completion of Phase 2 course work.

---

**182 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)**

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ELED 222                      Fall, Spring                      6 s.h.

***Supervised Teaching***

Close clinical supervision of M.S. in Ed. students currently teaching in an elementary school on a full-time basis. Must be taken concurrently with ELED 223. Admission by application and interview. Applications obtainable at the Office of Field Placement, to be returned by October 1 for the spring semester and by March 1 for the fall semester. Pass/Fail grade only.

*Prerequisite:* 18 s.h. in education.

ELED 222A                      Fall, Spring                      3 s.h.

***Supervised Teaching***

Close clinical supervision of M.S. in Education students currently teaching in an elementary school on a full-time basis. Must be taken concurrently with ELED 223 (for Elementary Education majors) or ELED 262 (for Early Childhood majors). Admission by application and interview. Weekly seminars are provided. In order to receive a passing grade, students must attend four New York State mandated seminars: Prevention of Child Abuse and Abduction, Prevention of Substance Abuse, Safety Education/Fire and Arson Prevention, and School Violence Prevention. Admission by application and interview. Applications obtainable at the Office of Field Placement, to be returned by October 1 for the spring semester and by March 1 for the fall semester. Pass/Fail grade only.

*Prerequisite:* completion of Phase 2 course work. *Corequisite:* ELED 222B.

ELED 222B                      Summer                      3 s.h.

***Summer Supervised Student Teaching Extension***

Provides close clinical supervision of M.S. in Education students teaching in an elementary school on a full-time basis during the fall or spring semester. Requires a minimum of 20 full days of student teaching during the summer with an age group that differs from the full semester of supervised teaching and conforms to the New York State teacher certification guidelines. Weekly seminars are provided. Applications obtainable at the Office of Field Placement, to be returned by October 1 for the spring semester and summer and March 1 for the fall semester and summer. Pass/Fail grade only.

*Prerequisite:* completion of Phase 2 course work. *Corequisite:* ELED 222A.

ELED 223                      Fall, Spring                      3 s.h.

***Classroom Perspectives and Issues: Elementary Education***

Systems of classroom interaction are studied. Students engage in self-study of their own teaching behavior while engaging in analysis of macro- and micro-issues concerning classroom structures, equity, diversity, inclusion, assessment, and integration of curriculum. Includes development of classroom management techniques, provision for aesthetic education, development of cognitive abilities, home-school relationships, and integration of computer technology. Issues of health, nutrition, and safety are studied. Must be taken concurrently with ELED 221 or ELED 222A. (Formerly Analysis of Teaching Behavior.)

ELED 224                      Fall, Spring                      3 s.h.

***Multicultural Literature in the Curriculum***

This course examines the social contexts of language use and identity in relation to the use of children's literature and literature based software in the integrated curriculum. Assignments and readings enable students to develop criteria for selecting and using culturally authentic literature from diverse perspectives in the language arts and content areas. Students are involved in the process of reading and writing about children's books in content areas through journals, drama, and electronic bulletin board discussions. Curricular materials and activities that meet New York State and national standards and that utilize multiple genres of literature, including bilingual texts and texts in nonstandard dialect, are designed for urban elementary classrooms.

ELED 225                      Fall                      3 s.h.

***Teaching English as a Second Language***

An intensive study of the linguistic development of bilingual children. The problems of psychological, cognitive and psycholinguistic developmental stages as they affect the acquisition of a second language. Specific methods and materials are developed, including materials and techniques for teaching English to speakers of other languages through mathematics, science, and social studies. Classroom observations are required.

ELED 227                      Fall, Spring, Summer                      3 s.h.

***Elementary School Curriculum***

Principles, trends, techniques in curriculum construction and revision. A central purpose is to assist each student to integrate and synthesize understanding of elementary education through a comprehensive approach to curriculum study. Classroom observations are required.

ELED 228                      Fall, Spring                      3 s.h.

***Curriculum and Instruction in Communication***

For experienced teachers offering advanced study of the curriculum and instruction in language arts including reading, speaking, writing, literature, skills and appreciation (PreK-6).

ELED 230                      Fall                      3 s.h.

***Curriculum and Instruction in Social Studies***

For experienced teachers offering advanced study and stressing evaluation of research, school programs and curriculum trends.

ELED 231                      Fall, Spring                      3 s.h.

***Curriculum and Instruction in Science***

For experienced teachers that addresses the multiple methods of doing science with children. Teachers are encouraged to explore their own scientific selves, science in the media, and contemporary attitudes towards science and technology in society. The construction of science curriculum is embedded in a science-technology-society framework where teachers examine locally relevant issues for curriculum construction.

ELED 232 Fall, Spring 3 s.h.

***Curriculum and Instruction in Mathematics***

For experienced teachers offering advanced study of mathematics curriculum. Stresses the design and implementation of instructional methodologies that actively engage the learner in elementary/middle grade mathematics. Mathematics curricula are examined with a view toward providing all students opportunities for becoming mathematically literate in a rapidly changing, culturally diverse, technological society.

ELED 233 Spring, Summer 3 s.h.

***Curriculum and Instruction in Creative Arts***

For experienced teachers, this course presents methods of integrating the creative arts into the elementary school curriculum. Explores art forms that engage the student on many levels as well as clarifies and enhances required academic curriculum. Subjects covered include perceptual stages of development, creativity, multiple intelligence theory, adaptation for included children with handicapping conditions, interdisciplinary teaching, art history as a means to understand culture, aesthetics and the museum as educator. Practice painting, puppetry, drama, collage, sculpture and poetry. Museum trips and research required. There is a material fee of \$10.

ELED 234 Fall 3 s.h.

***Critical Perspectives on Curriculum and Teaching***

This course addresses the child in relation to the curriculum by examining the influences of family, community, and society on the world of the learner. Students engage in self-reflection while exploring diverse perspectives on teaching and learning. Critical literacy about curriculum and teaching is developed through the collaborative study of diverse teaching/learning environments. (Formerly Curriculum Design and Teaching: Contexts and Perspectives, Part I.)

ELED 235 Spring 3 s.h.

***Intersections of Mathematics, Science and Technology and Curriculum Design***

This course examines mathematics, science, and technology (MST) curricula in the elementary school. It considers the culture of the classroom by exploring social processes and learning; the politics of curriculum construction; and justice and social change in classroom settings. This course also addresses the role of computer technology in contemporary culture. (Formerly ELED 235M, Curriculum Design and Teaching: Contexts and Perspectives, Part II-Mathematics, Science, and Technology.)

ELED 236 Periodically 3 s.h.

***Modern Trends***

Advanced course for experienced teachers to investigate in-depth ideas and practices. Students and instructors cooperatively identify a number of specific areas of investigation, which become the focus of the course.

ELED 239 Spring 3 s.h.

***Technology Education in Elementary School***

A course for experienced teachers which stresses the skills, knowledge, and attitudes essential to the development of technology education for the elementary grades. The human-made world is considered through an activity-based study of past, present, and future technological systems. Factors underlying the design process, supporting principles of mathematics and science, and considerations of utility and aesthetics are examined. Central to the course is the creation of a design portfolio, a form of authentic assessment.

ELED 240 Periodically 3 s.h.

***Perspectives in Curriculum***

An examination of the major curricular issues and movements in the American elementary school from 1890 to the present. Recent innovations are studied in historical perspective.

*Prerequisite: provisional or permanent certification (PreK-6) or equivalent.*

ELED 241 Periodically 3 s.h.

***Educational Programs for Young Children***

Contemporary practices, experimentation, innovations, proposals and issues (nursery and early school). Appropriate attention is given to the research literature.

*Prerequisite: provisional or permanent certification (PreK-6) or equivalent.*

ELED 242 Periodically 3 s.h.

***Instructional Theory***

An analysis of the effects of varieties of teacher behavior on child behavior and learning in the classroom setting. Attention will be given to the literature on classroom transactions as well as case studies in classrooms.

*Prerequisite: provisional or permanent certification (PreK-6) or equivalent.*

ELED 243 Fall, Spring 3 s.h.

***Multicultural Perspectives on Early Childhood Development***

This course explores the physical health, nutrition, safety, social, emotional, aesthetic, linguistic, and cognitive characteristics of young children from diverse sociocultural backgrounds with an emphasis on implications for group care and education. Global perspectives on prenatal development through the primary school years frame discussion of both typical and atypical growth and learning. Fifteen clock hours of reflective participation and observation in a high need public or registered group setting for pre-k children. Students provide their own transportation.

*Prerequisite: admission to the M.S. in Education program in early childhood or permission of the instructor. (Formerly Advanced Child Development for Teachers.)*

- ELED 244 Periodically 3 s.h.  
**Models of Teaching**  
 Theory and practice of five models of teaching are presented: concept attainment, concept formation, inquiry training, role playing and synthetics. These models, which are useful new ways of teaching, can be integrated into one's teaching repertory at all levels and in all subject areas.
- ELED 245 Periodically 3 s.h.  
**Workshop: Community Resources**  
 Identification of and acquaintance with community resources for instructional purposes in the metropolitan and Long Island areas. Registration is limited to students who are able to take field trips.
- ELED 246 Once a year 3 s.h.  
**Methods and Materials for Bilingual Teaching of Reading in Bicultural Setting**  
 An in-depth study of readiness and beginning reading including the effects of language and experience on reading instruction and the relationship of reading to child development and self-concept. Consideration of teaching strategies and organization in the classroom as well as the selecting and adapting of appropriate materials for classroom use. Methods and materials specifically analyzed, developed and designed to teach reading in Spanish, and in addition, a consideration of the techniques to ease the transition to reading and writing in English.
- ELED 247 Once a year 3 s.h.  
**Social Studies and Communication Arts for Bilingual and Bicultural Children**  
 An understanding of the regional, social and developmental variations in children's language. Develop curricular materials and activities utilizing learner's cultural background through the social studies curriculum in elementary school. Ways to utilize an interdisciplinary bilingual approach to these two curricular areas are explored.
- ELED 248 Once a year 3 s.h.  
**Methods and Materials for Bilingual Teaching of Mathematics**  
 Consideration of formation of appropriate objectives with respect to concept development together with suitable techniques and materials for bilingual settings.
- ELED 249 Once a year 3 s.h.  
**Practicum for Teachers of Bilingual Children**  
 Extended teaching practice with close clinical supervision. Admission by application and interview. Applications obtainable at the Office of Field Placement, to be returned by October 1 for the spring semester and by March 1 for the fall semester. Seminars meet weekly with supervisory personnel from the Curriculum and Teaching Department and public school districts to work intensively with specific student problems. Demonstration classes and observations of innovative programs in bilingual settings in local school districts are arranged. Pass/Fail grade only.
- ELED 250A Fall, Spring 3 s.h.  
**Techniques of Classroom Research**  
 This course explores elementary school classroom research through the development of assessment techniques that demonstrate students' understanding of mathematics, science, and technology processes and concepts. The use of a wide range of assessment devices are explored, including performance based assessment, use of teaching and student journals, interviews and observation scales, portfolio design and construction, and criterion referenced standards.  
*Prerequisites:* ELED 231, 232, 234, 235, 239; CT 200.
- ELED 250B Fall, Spring 4 s.h.  
**The Master's Thesis**  
 This thesis represents the completion, implementation and evaluation of a capstone MST action research project. Must be taken concurrently with ELED 253.  
*Prerequisites:* ELED 231, 232, 234, 235, 239, 250A; CT 200.
- ELED 250C Fall, Spring 4 s.h.  
**Teacher Action Research: Culminating Experience for the M.A. in Elementary Education**  
 This course requires that students develop and implement an action research project that emerges out of and is embedded in their coursework and experiences in the M.A. in Elementary Education: Special Programs in Curriculum Studies. This project represents the implementation, completion, and evaluation of a capstone thesis. This course must be taken in the last semester of the program, concurrently with ELED 253C.
- ELED 251, 252 Fall, Spring, Summer 1-3 s.h. each  
**Special Readings Seminar**  
 Investigations and reports on advanced educational topics adapted to the program of the student.  
*Prerequisite:* permission of instructor.
- ELED 253 Fall 1 s.h.  
**MST Field Consultation**  
 Students implement an integrated MST unit in the elementary school. They work with the course professor in the field to integrate design activities into the teaching of science and/or mathematics. Must be taken concurrently with ELED 250B. Pass/Fail grade only. (Formerly MST Field Placement.)
- ELED 253C Fall, Spring 1 s.h.  
**Field Consultation**  
 Students carry out research in a school/community setting. They work with the course professor to design a project that reflects the needs of the particular community and cultural settings of the classroom and school. Must be taken concurrently with ELED 250C. Pass/Fail grade only.

ELED 253D Fall, Spring 2 s.h.

**Field Consultation\***

Students carry out research in a school/community setting. They work with the course professor to design a project that reflects the needs of the particular community and cultural settings of the classroom and school. Must be taken concurrently with ELED 250C. This course is designed for students holding an initial certification in early childhood who wish to obtain certification in childhood education. In addition, students must fulfill a 20-day field participation requirement prior to taking this course. Additionally, they must complete 50 hours of classroom participation/observation prior to taking this course. Participation/observation activities will be planned and supervised by the student's academic adviser. This field work must take place in grades three, four, five, or six. For placement, contact the Office of Field Placement in the Department of Curriculum and Teaching. Pass/Fail grade only.

ELED 254 Summer 3 s.h.

**History and Geography in the Early Childhood and Elementary Curriculum**

This course studies history and geography in the context of early childhood and childhood education classrooms. It combines in-depth content knowledge with pedagogic practice and allows practitioners to gain experiences in disciplinary studies while designing curriculum appropriate to the needs of their students in particular classroom settings.

ELED 256 Summer 3 s.h.

**The Newspaper as a Teaching Tool**

This course introduces students to the newspaper as an educational tool of children of all grade levels, K-12, and in every subject area. The newspapers on Long Island and the Metropolitan area contribute editors, Newspaper in Education coordinators, and NIE managers as speakers in the workshop. Students tour Newsday and see the newspaper in production. The history and background of Newspapers in Education are presented. Students receive a comprehensive overview of NIE and the practical means to implement it in their classrooms. Curriculum materials and teaching strategies relating to the newspaper are employed.

ELED 258 Fall, Spring, Summer 1 s.h.

**Introduction to Information Technology in Education**

The classroom teacher is called upon to use new technologies to facilitate the teaching and learning process. This course focuses on the integration of information technologies across the early childhood/elementary curriculum. A variety of information technologies including computers, scanners, digital cameras, and video capture devices. The Internet and communication tools are explored with a view toward enhancing classroom instruction. Students initiate the development of their professional electronic portfolios which continue to evolve throughout the M.S. in Education program.

ELED 260 Periodically 3 s.h.

**Space Science for the Teacher**

Depth in the background subject matter as well as the necessary mathematics and physical sciences inherent in a successful comprehension of the subject. Demonstration and discussion of techniques for teaching in the area.

ELED 261 Fall, Spring 6 s.h.

**Student Teaching: Early Childhood**

Full-time student teaching in cooperating schools with direct supervision from University supervisors. Students have two placements during the semester: one in kindergarten and one in grades 1-2. Weekly seminars are provided. In order to receive a passing grade, students must attend four New York State mandated seminars: Prevention of Child Abuse and Abduction, Prevention of Substance Abuse, Safety Education/Fire and Arson Prevention, and School Violence Prevention. Applications obtainable at the Office of Field Placement, to be returned by October 1 for the spring semester and by March 1 for the fall semester and interview. Must be taken concurrently with ELED 262. Pass/Fail grade only.

*Prerequisite: completion of Phase 2 course work.*

ELED 262 Spring 3 s.h.

**Classroom Perspectives and Issues: Early Childhood**

Systems of early childhood curriculum development, classroom interaction and environmental design are studied. Students engage in reflective self-study of their own teaching behavior. This course integrates early education curriculum inquiry and development, environmental design, and assessment. Issues of classroom structures, equity, diversity, and the inclusion of children with disabilities are also considered. This course includes development of classroom governance, provision for aesthetic education, play as a condition for learning, health nutrition, safety, development of student cognitive abilities, home-school relationships, and the integration of computer technology. Educational research findings and field experiences are studied and evaluated in order to develop insights that can inform classroom teaching. Must be taken concurrently with ELED 261 or ELED 222A.

\*Students holding Initial certification in Early Childhood Education and who wish to obtain a certification in Childhood Education must take ELED 253D for 2 s.h. and fulfill a 20-day field participation requirement. Additionally, they must complete 50 clock hours of classroom participation/observation prior to enrolling in ELED 250C. Participation/observation activities will be planned and supervised by the student's academic adviser. This field work takes place in grades 3-6. For placement, contact the Office of Field Placement in the Department of Curriculum and Teaching.



ELED 264 January 2 s.h.

**Dual Certification Program Student Teaching: Grades 4-6**

Candidates for the Dual Certification Program Student Teaching for a minimum of 20 days in grades 4-6 with direct supervision by university supervisor. Weekly seminar required. Must be taken concurrently with ELED 266. Pass/Fail grade only.

*Prerequisites:* Completion of Phase 2 and Phase 3 of the M.S. Dual Certification Program with no incompletes or grades lower than C-, with a departmental grade point average of 3.0. Students must earn a grade of C- or higher in each graduate course. Application to the Office of Field Placement by October 1 and an interview.

ELED 265 Once a year 3 s.h.

**Children's Literature for Early Childhood Educators**

This course considers children's literature for young children and its role in both early literacy development and the early childhood classroom, including classrooms with diverse, English language learners, and special needs children. The focus is on the development of reflective practitioners who can respond critically to research and political trends in literacy education that may engender good teaching. The relationships between literature and children's development as readers, writers, and thinkers within a cultural context, including issues of social justice. Classroom contexts, the use of technology, the role of play, and social interaction around children's literature are studied.

ELED 266 January 1 s.h.

**Dual Certification Program Classroom Perspectives and Issues (Grades 4-6)**

Systems of intermediate grade (4-6) classroom interaction are studied. Includes integration of curriculum, assessment, classroom management techniques, provision for aesthetic education, development of cognitive abilities and home-school relationships. Must be taken concurrently with ELED 264. Pass/Fail grade only.

*Prerequisites:* Completion of Phase 2 and Phase 3 of the M.S. Dual Certification Program with no incompletes or grades lower than C-, with a departmental grade point average of 3.0. Students must earn a grade of C- or higher in each graduate course. Application to the Office of Field Placement by October 1 and an interview.

ELED 270 Fall 3 s.h.

**Methods for Study of and Research With Young Children**

Methods for the particular study of early education. Child development theory and child study and assessment/evaluation methods are explored and used in various settings. (Formerly Techniques for Study of and Research With Young Children.)

ELED 271 Fall 3 s.h.

**Early Childhood Curriculum**

Development of early childhood programs. Explore, contrast, analyze, and develop models and designs for integrated programs. Pass/Fail grade only.

*Prerequisite:* admission to program in Early Childhood Education or permission of instructor.

ELED 272 Spring 3 s.h.

**Curriculum Innovations in Early Childhood Programs**

Content-based program and material innovations for young children in school organizations. Research design and evaluation are part of each contract. Pass/Fail grade only.

*Corequisite with ELED 272L for majors in the Curriculum and Teaching Department; prerequisite:* ELED 271.

ELED 272L Spring 1 s.h.

**Early Childhood Field Consultation**

Professional self-study and assessment of curriculum and environmental design. Implementation with young children in a group setting for a minimum of 50 clock hours. Candidates provide their own transportation. Hofstra faculty will provide field-based consultation.

*Corequisite:* ELED 272. *Open only to majors in the Curriculum and Teaching Department or permission of the instructor.*

ELED 273 Spring 3 s.h.

**Early Childhood Professional Portfolio**

Professional self-study and in-service consultation in curricular innovations. Action research with young children in school settings. Hofstra faculty individually supervise study site with attendant conferring. Pass/Fail grade only.

*Corequisite with ELED 273L; Prerequisites:* ELED 270, 271, 272, 272L. (Formerly Consultanship in Continuing Early Childhood Professional In-Service Development.)

ELED 273L Fall, Spring 1 s.h.

**Early Childhood Field Consultation**

Curriculum design and implementation in an early childhood group setting. Professional self-study and assessment of children's learning. Minimum 20 days teaching in an early childhood group setting is required. Candidates provide their own transportation. Hofstra faculty will provide field-based consultation. Pass/Fail grade only.

*Corequisite:* ELED 273. *Prerequisites:* ELED 270, 271, 272, 272L.

ELED 274 Every other year 3 s.h.

**Curriculum Supervision of Early Childhood Centers**

Studying, simulating, and testing curriculum policy-making with faculty, community, and family involvement. Issues that relate to public policy and advocacy of early childhood education are also studied. Participants engage in advocacy project development and study.

ELED 275 Fall, Spring 3 s.h.

**Literacy in Early Childhood Education**

Deals with early literacy development and instructional practices based upon theory and research. Emphasis on the use of relevant instructional approaches and materials. Participants consider sound awareness, creative language development, early reading and writing, special language learning needs, and thinking-reading-and-writing connections. Participants engage in the study of integrated teaching practices. Fifteen clock hours in a pre-k classroom required.

*Prerequisite: one graduate course in teaching of reading is recommended.*

ELED 276 Every other year 3 s.h.

**Early Childhood Education: Mainstreaming the Young Child with Special Learning Needs.**

The study of issues of organization that facilitate the socialization and integration of young children who have a range of learning needs. Materials and methods are reviewed, developed and refined. Same as SPED 276.

ELED 277 Periodically 3 s.h.

**Classroom Strategies in Teaching Writing**

Course helps teachers develop instructional strategies and classroom procedures based on current research on the composing process. Emphasis placed on the stages of the writing process, methods of response, the role of the teacher, and includes experiences in writing and in using peer groups.

ELED 278 Periodically 3 s.h.

**Writing and Children's Literature**

Provides an in-depth investigation of literature for children as a literary experience which promotes language and writing development. Emphasis on developing strategies to use experience with various genres and styles to help children become critical readers and writers.

ELED 280-289, A-Z Fall, Spring, Summer 1-3 s.h. each

**Workshops**

Designed to meet the needs of specific groups of students or faculties of individual schools who want help in the solution of curricular or other school problems. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

ELED 300 Fall, Spring 3 s.h.

**Departmental Seminar**

Serves as an integrative and culminating function with respect to the student's studies and experiences in the School of Education. The student is required to prepare and present a paper or project of "publishable" quality. The paper or project should demonstrate a synthesis of the student's comprehensive knowledge in the fields of child development, curriculum theory and at least one specific curriculum area. Pass/Fail grade only.

*Prerequisites: matriculation in the department and completion of all required course work in professional education.*

Note: successful completion of ELED 300 may be offered in place of the departmental comprehensive examination. This course may not be used to satisfy any part of the basic semester hour requirements for a master's degree in elementary education.

ELED 301 & 302 Fall, Spring 3 s.h. each

**Master's Thesis**

Supervision and instruction leading to the completion of master's thesis. Binding fee payable upon registration in 302. Admission by permission of adviser.

*Prerequisite: competence in statistics (through analysis of variance).*

ELED 303-309, A-Z Periodically 1-3 s.h. each

**Post-Master's Workshops**

Intensive workshops for experienced teachers. Not applicable to the Master of Science in Education or Master of Arts degrees.

ELED 310 Once a year 3 s.h.

**Issues in Infant, Toddler, Preschool, Parent and Family Involvement Programs**

A study of educational needs, methods, and materials for use with infants, toddlers and preschoolers in group settings including related parent and family involvement programs and alternatives. Particular attention is devoted to sociocultural and linguistic issues. Same as SPED 310.

ELED 330 Once a year 3 s.h.

**Techniques of Mentor Teaching**

Prepares experienced teachers to serve as mentor teachers to new teachers, student teachers, teachers, and others needing assistance in developing new skills and content. Study emphasizes coaching and demonstration techniques as well as knowledge concerning adult learning within professional work settings.

## SECONDARY EDUCATION (SED)

### GENERAL INFORMATION

The graduate programs in secondary education are offered by the Department of Curriculum and Teaching. They are designed to serve qualified students who seek either certification as teachers in the secondary schools of New York State or advanced work in curriculum and instruction of a particular subject after obtaining certification or experience as classroom teachers.

Two degree programs in secondary education—the Master of Science in Education for the noncertified person, and the Master of Arts for the certified—have been designed to serve these separate purposes. In subsequent paragraphs the standard requirements and options in these two degree programs are outlined. Substitutions will be permitted with advisement where, in the light of the student's background and purposes, other courses are seen by the department to be more appropriate. No substitution is finally authorized until it is entered upon the Graduate Student's Advisement Record.

Applications for admission to graduate programs in secondary education are made to the Graduate Admissions Office. Students who have not met the full admission requirements may be advised to complete prerequisite courses under a planned program before becoming eligible for acceptance. Scores on the Graduate Record Examination or a standardized test to be specified by the department chairperson may be used as one ancillary means of evaluation in some cases.

Admission to a master's program is based on a comprehensive review of multiple criteria, including the following:

- A completed application form to the master's program.
- A minimum grade point average (GPA) of 2.75 in each of two categories: 1) undergraduate liberal arts course work, 2) course work in the area(s) in which certification is sought. Applicants with GPAs between 2.50 and 2.75 may be accepted provisionally, subject to special conditions.
- A written personal statement of professional intent and rationale.  
Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.
- An interview, audition, and/or portfolio (requirements in some programs.)
- A bachelor's degree with a major (or equivalent) in the content area in which certification will be sought. (See specific program descriptions for alternative routes.)

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

Students in either master's degree program who have not student taught or who are not scheduled to student teach as part of their degree program will be required to enroll in SED 217 or 218 as part of their degree programs.

Foreign language majors must submit satisfactory scores on the Departmental Proficiency Examination or equivalent in the language for which certification is sought.

The New York State Teacher Certification Examinations are required for Initial and Professional certification in academic subjects (English, language other than English, mathematics, science and social studies). For special subjects (art, business, music and speech) required tests, see your adviser.

Before completion of the first twelve credits of the Master's Program, students are required to complete the liberal arts component of the teacher certification examinations.

Teaching Certificate and Bilingual Extension for the M.A. in Speech-Language-Pathology, see page 88 for information.

### Pass/Fail option for matriculated graduate students

Students matriculated in a master's degree program in secondary education may designate 3 semester hours of course work to be taken on a Pass/Fail basis, subject to the following conditions:

1. Completion of 12 semester hours of the planned program prior to the semester in which they first exercise this option;
2. approval by their academic adviser;
3. designated courses for Pass/Fail basis shall not include SED 205, 213, 264, 201, or special matter-specific methods courses.

## MASTER OF SCIENCE IN EDUCATION

### GENERAL EDUCATION CORE PREREQUISITES

To ensure that prospective teachers have a broad understanding and knowledge of the liberal arts and sciences, transcripts must document the successful completion of college-level course work in each of the following areas:

1. Artistic Expression
2. Communication
3. Information Retrieval\*
4. History/Social Science
5. Philosophy
6. Language other than English (6 s.h. may include American Sign Language)
7. Science
8. Mathematics
9. Literature, Analysis & Written Expression (6 s.h. min)
10. Cross Cultural Appreciation

\*Alternative: May be satisfied with a passing score on Hofstra University's Examination for Information Retrieval (EIR)

### MASTER OF SCIENCE IN EDUCATION: BUSINESS EDUCATION

*Assistant Professor Stachi, Graduate Program Director, (516) 463-5783, catsis@hofstra.edu*

The course of study leads to New York State Initial Teacher Certification, valid for adolescence education in business (grades 7-12). This program is designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the program. The program conforms to the New York State Learning Standards in Business and Information Systems.

### ADMISSION REQUIREMENTS

Applications for admission to a Master of Science (M.S.) in Education program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the master's program.
2. A minimum grade point average (GPA) of 2.75 in each of two categories:
  - a. overall undergraduate course work,
  - b. course work in the content area in which certification will be sought,
  - c. Applicants with GPAs between 2.5 and 2.75 may be accepted provisionally, subject to special conditions.
3. Completion of General Education Core prerequisites for teacher education programs.
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.
6. A Bachelor of Business Administration (B.B.A.) degree (See Business Content Requirements below.)

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates may wish to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

**Business Content Requirements:**

Students admitted to the M.S. Education program in Business Education should possess a Bachelor of Business Administration (B.B.A.) degree with a major specialization in one of the following areas: accounting, business computer information systems, entrepreneurship, finance, international business, management, or marketing.

**Specific Liberal Arts Requirements:**

In addition to meeting the General Education Core requirements for all teachers (see page 189), Business Education majors must have completed specific liberal arts requirements as follows:

- Economics, 6 s.h.
- Ethics, 3 s.h.
- Political Science, 3 s.h.

**Business Core Requirements (36 s.h. minimum):**

- Accounting, 3-6 s.h.
- Computer Tools in Business, 3-4 s.h.
- Business Law, 3 s.h.
- Finance, 3-6 s.h.
- Economics, 3-6 s.h.
- Business Policy, 3 s.h.
- International Business, 3 s.h.
- Management, 3-6 s.h.
- Marketing, 3 s.h.
- Quantitative Methods, 3-6 s.h.

If one or more of the above content areas are missing from any student's transcript, those content areas must be completed prior to completion of the M.S. in Education degree. Of these 36 s.h., six may be taken at the graduate level and counted toward the M.S. in Education degree under the Electives category.

Where academic subject matter deficiencies in the specific business major are so great as to prevent completion of requisite work within the 37 s.h. master's program, additional course work may be required. Matriculated students must complete a minimum of 28 s.h. of the M.S. in Education program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. Student teaching may be used to meet the residency requirement.

A maximum of 12 s.h. of graduate course work leading toward the M.S. in Education degree may be completed prior to matriculation in the program. To register for courses in the program other than SED 205, 213, or 264, a student must 1) be matriculated in the program, or 2) have written permission of the course instructor or departmental chairperson prior to the beginning of the course.

**BUSINESS EDUCATION MAJOR REQUIREMENTS (37 s.h.)**

The major in Business Education consists of a minimum of 37 semester hours of course work, including each of the following:

**Introductory Courses: 10 s.h.**

- |                         |      |  |
|-------------------------|------|--|
| SED                     | 200  | Information Technology for Teachers, 1 s.h.  |
|                         | 205  | Perspectives on Educational Practice, 3 s.h. |
|                         | 213* | Adolescent Development & Learning, 3 s.h.    |
| <i>Choose one from:</i> |      |  |
| SPED                    | 201* | The Exceptional Child, 3 s.h.                |
|                         | 264* | Inclusion in Today's Schools, 3 s.h.         |

**General Methods Courses: 6 s.h.**

SED 264\* General Methods of Teaching, 3 s.h.

*Choose one from: 3 s.h.*

LYST 209\* Language, Culture, & Identity: Issues for Readers & Writers, 3 s.h.

215A\* Language & Literacy in Middle Childhood & Adolescence, 3 s.h.

217A\* Reading With Adolescents & Young Adults, 3 s.h.

**Special Methods and Curriculum Courses: 6 s.h.**

SED 296\* Instructional Patterns for Business & Information Systems, 3 s.h.

238\* Curriculum & Instruction in Business & Information Systems, 3 s.h.

**Electives supporting the content area of certification: 6 s.h. (With advisement)**

*Graduate course work in FDED, Business, CT, SPED, RES, LYST, ELED or SED recommended.*

**Student Teaching and Required Seminars: 9 s.h.**

SED 201 Reflective Practice & Classroom Analysis, 3 s.h.

217 Student Teaching, 6 s.h. or

218 Supervised Teaching, 6 s.h. (for working teachers only)

\*Course requires participation/observation in designated schools.

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive grades of B or higher in all required (non-elective) courses in the program.

**FIELD EXPERIENCES PRIOR TO STUDENT TEACHING**

Participation/observation field experiences in designated secondary schools are required in each of the following courses:

SED	213	20 hour field placement in varied settings, grades 7-9
	264	20 hour field placement in a high-needs district, grades 7-12
	294	30 hour field placement in varied settings, grades 10-12
SPED	201	20 hour field placement in settings with special-needs students, grades 7-12
	264	20 hour field placement in settings with special-needs students, grades 7-12
LYST	209	10 hour field placement in varied settings, grades 7-12
	215A	10 hour field placement in varied settings, grades 7-12
	217A	10 hour field placement in varied settings, grades 7-12

At least one field placement must be in a district identified as high-needs by the New York State Education Department. All field experiences are incorporated into course curricula. Students enrolled in SPED 201/264 are placed in educational settings to work with students who have special needs or disabilities. A minimum of 100 clock hours of participation/observation is required prior to student teaching. Placements are arranged by the Office of Field Placement. Departmental policy is to place prospective teachers in districts other than those in which they currently reside or in schools that they attended.

**STUDENT TEACHING PREREQUISITES**

Students will qualify for admission to Student Teaching, SED 217, or Supervised Teaching, SED 218, when they have satisfied the following requirements:

1. completion of SED 200, 205, 213, 264, 296; LYST 209/215A/217A, and SPED 201/264 with a B or higher, and
2. a grade point average of 3.0 or higher in overall graduate course work.

Application forms may be obtained from The Office of Field Placement. Applications are due on October 1 for the succeeding spring semester and March 1 for the succeeding fall semester.

**GRADUATION REQUIREMENTS**

Graduation from the program requires:

1. Completion of all General Education Core prerequisites (see page 189);
2. completion of all business and special liberal arts requirements;
3. completion of the 37 s.h. course requirement in the M.S. in Education program with no fewer than 28 s.h. in residence;
4. a minimum grade point average of 3.0 in overall graduate course work and no grades below B in required (non-elective) courses;
5. an electronic portfolio, illustrating the student's education course work and professional accomplishments;
6. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST). Students not receiving passing scores on all three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills – Written (ATS-W) of the New York Teacher Certification Examinations prior to student teaching and the Content Specialty Test (CST) during student teaching.

**MASTER OF SCIENCE IN EDUCATION: ENGLISH EDUCATION**

*Professor Murphy, Graduate Program Director, (516) 463-6775, catmom@hofstra.edu*

The Master of Science in Education program in English Education is a 37 s.h. program that requires an undergraduate major or equivalent (with a minimum of 36 s.h.) in English. The course of study leads to New York State Initial Teacher Certification, valid for adolescence education in English (grades 7-12). This program is designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the program. The program conforms with the New York State Learning Standards in English Language Arts and with the recommendations for teacher preparation of the National Council of Teachers of English.

**ADMISSION REQUIREMENTS**

Application for admission to a Master of Science in Education program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Students who do not meet the full admission requirements must complete all prerequisite courses prior to the conferring of the Master's degree. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the master's program.
2. A minimum grade point average of 2.75 in each of two categories:
  - a. overall undergraduate course work,
  - b. course work in the content area in which certification is being sought.
3. Completion of General Education Core prerequisites for teacher education programs.
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.

The Department understands that any single criterion may not predict a candidate's potential for success in a graduate program. Candidates may wish to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

### GENERAL EDUCATION CORE PREREQUISITES

Prospective teachers seeking New York State Initial Certification through Hofstra University must complete a specified set of General Education Core requirements (see page 189). Typically, students satisfy these requirements while completing their undergraduate degree programs. However, if one or more of these requirements have not been met, they must be completed prior to conferral of the M.S. in Education degree.

### ENGLISH CONTENT REQUIREMENTS

Students admitted to the M.S. in Education program in English Education must have a minimum of 36 s.h. in English courses with a distribution of courses in the following areas:

- minimum of 3 s.h. in English language, linguistics or general language;
- minimum of 6 s.h. in American literature;
- minimum of 6 s.h. in English literature;
- minimum of 3 s.h. in World literature;
- minimum of 12 additional s.h. with advisement.

Candidates who do not possess a bachelor's degree in their certification area, but who have succeeded in completing a majority of the required content courses with a cumulative grade point average of 2.75 or higher, are eligible to apply for the M.S. in Education program. Upon matriculation in the program, candidates may continue to complete the required courses while they are completing the requirements for the master's program. Where academic subject deficiencies in English are so great as to prevent completion of requisite work within the 37 s.h. master's program, additional course work may be required. Matriculated students must complete a minimum of 31 s.h. in residence at Hofstra University. No more than 9 s.h. may be transferred into the program. Student Teaching may be used to meet the 31 s.h. residency requirement.

A maximum of 12 s.h. of graduate course work leading toward the M.S. in Education degree may be completed prior to matriculation in the program. To register for courses in the program other than SED 205, 213, and 264 a student must 1) be matriculated in the program, or 2) have written permission of the Chairperson of Curriculum and Teaching or their academic adviser prior to the beginning of the course. Students accepted to the program must meet with their adviser to determine any undergraduate content area deficiencies and to complete a plan of study (Graduate Student's Advisement Record).

### ENGLISH EDUCATION REQUIREMENTS (37 s.h.)

The M.S. in Education in English Education consists of 37 s.h. of course work, including the following:

#### Introductory Courses: 10 s.h.

- |     |      |   |
|-----|------|---|
| SED | 205  | Perspectives on Secondary Education, 3 s.h. |
|     | 213* | Adolescent Development and Learning, 3 s.h. |
|     | 200  | Information Technology for Teachers, 1 s.h. |

*Choose one from: 3 s.h.*

- |      |      |                                      |
|------|------|--------------------------------------|
| SPED | 201* | The Exceptional Child, 3 s.h.        |
|      | 264* | Inclusion in Today's Schools, 3 s.h. |

#### General Methods Courses: 6 s.h.

- |     |      |                                     |
|-----|------|-------------------------------------|
| SED | 264* | General Methods of Teaching, 3 s.h. |
|-----|------|-------------------------------------|

*Choose one from: 3 s.h.*

- |      |       |   |
|------|-------|---|
| LYST | 209*  | Language, Culture, and Identity: Literacy Issues for Adolescents and Young Adults, 3 s.h. |
|      | 215A* | Language and Literacy in Middle Childhood and Adolescence, 3 s.h.                         |
|      | 217A* | Reading and Writing with Adolescents, 3 s.h.  |



**Special Methods and Curriculum Courses That Relate Content and Pedagogy: 6 s.h.**

SED	290*	Instructional Patterns for English, 3 s.h.
	232*	Curriculum and Instruction in English, 3 s.h.

*Elective Courses, with advisement, supporting the content area of certification: 6 s.h.*

*FDED courses, cross-cultural courses, courses concerning urban and/or gender issues are especially recommended. In addition, students may choose from the following content area electives:*

ENGL	203	Approaches to English Grammar, 3 s.h.
	210	20th Century American Fiction, 3 s.h.
	261	The American Renaissance 1820-1860, 3 s.h.
	271A	Sources of the English Literary Tradition I: Studies in Chaucer, Spenser & Their Contemporaries, 3 s.h.
	272	Sources of the English Literary Tradition III: 17th-and18th-Century English Literature, 3 s.h.
	274	Sources of the American Literary Tradition, 3 s.h.
MAP	261	World Literature (New College), 3 s.h.

**Student Teaching and Required Seminars: 9 s.h.**

SED	201	Reflective Practice & Classroom Analysis, 3 s.h.
	217	Student Teaching, 6 s.h. or
	218	Supervised Teaching (for working teachers only), 6 s.h.

\*Course requires participation/observation in designated schools.

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive a grade of B or higher in all required (non-elective) courses in the program. Students may repeat courses to meet grade point average requirements.

**FIELD EXPERIENCES PRIOR TO STUDENT TEACHING**

Participation/observation field experiences in designated secondary schools are required in each of the following courses:

SED	213	20 hour field placement in varied settings, grades 7-9
	264	20 hour field placement in high-needs district, grades 7-12
	290	30 hour field placement in varied settings, grades 10-12
SPED	201	20 hour field placement in settings with special-needs students, grades 7-12
	264	20 hour field placement in settings with special-needs students, grades 7-12
LYST	209	10 hour field placement in varied settings, grades 7-12
	215A	10 hour field placement in varied settings, grades 7-12
	217A	10 hour field placement in varied settings, grades 7-12

A minimum of 100 clock hours of participation/observation is required prior to student teaching. At least one field placement must be in a district identified as high-needs by the New York State Education Department. All field experiences are incorporated into course curricula. Students enrolled in SPED 201/264 are placed in educational settings to work with students who have special needs or disabilities. Placements are arranged by the Office of Field Placement. Departmental policy is to place prospective teachers in districts other than those in which they currently reside or in schools that they attended.

**STUDENT TEACHING PREREQUISITES**

To qualify for admission to SED 217, Student Teaching or SED 218, Supervised Teaching, students must:

1. complete SED 200, 205, 213, 264, 290; SPED 201, 264 and LYST 209, 215A, 217A (earning a grade of B or higher);
2. maintain a grade point average of 3.0 or higher in overall graduate course work. Application forms may be obtained from The Office of Field Placement.

Applications are due on October 1 for the succeeding spring semester and March 1 for the succeeding fall semester.

### **GRADUATION REQUIREMENTS**

1. Completion of all General Education Core requirements;
2. successful completion of all English Language Arts content requirements;
3. completion of the 37 s.h. course requirement in the M.S. in Education program with no fewer than 31 s.h. in residence;
4. a minimum GPA of 3.0 in graduate course work and no D grades in required courses;
5. an electronic portfolio illustrating the student's education course work and professional accomplishments;
6. all course work offered in satisfaction of the degree requirements must have been completed within a 5 year period.

### **TEACHER CERTIFICATION REQUIREMENTS**

Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): The Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST). Students not receiving passing scores on all three examinations will not be eligible for certification. Additional information on certification can be found on page 102.

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills – Written (ATS-W) of the New York State Teacher Certification Examinations prior to student teaching and the Content Specialty Test (CST) during student teaching.

### **MASTER OF SCIENCE IN EDUCATION: FINE ARTS EDUCATION**

*Assistant Professor Zwirn, Graduate Program Director, (516) 463-4976, catsgz@hofstra.edu*

This program leads to initial Certification as a teacher of the fine arts in the elementary and secondary schools of New York State (grades preK-12). The program is designed to provide students who have completed baccalaureate studies in fine arts and art history with course work and field experiences in fine arts education, resulting in effective public school teaching. This program blends on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. It conforms with New York State Learning Standards for the Visual Arts and with recommendations for teacher preparation by the National Art Education Association.

### **ADMISSION REQUIREMENTS**

Applications for admission to Master of Science in Education programs in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admissions decisions are based on comprehensive reviews of the following:

1. A completed application form to the master's program.
2. Transcripts from all post-secondary institutions attended, at least one indicating conferral of a baccalaureate degree with a minimum grade point average of 2.75 in
  - a. overall course work, and
  - b. course work in fine arts and art history.
3. A written personal statement describing the candidate's goals in the teaching profession and in graduate studies.
4. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate studies.
5. A portfolio of arts works (or photographs thereof), including a drawing, a painting, a sculpture, and one additional submission of the student's choice.

The faculty of the Department of Curriculum and Teaching recognize that a single criterion may not reliably predict a candidate's potential for success in a graduate program and in the teaching profession. Accordingly, candidates may wish to apply if they do not meet one of the criteria but believe that other aspects of their experience may compensate. Students who do not meet the admissions requirements may be advised to complete prerequisite courses under a planned program before becoming eligible for admission. A maximum of 12 s.h. of graduate course work leading toward the M.S. in Education may be completed prior to matriculation in the program.

### GENERAL EDUCATION CORE PREREQUISITES

Prospective teachers seeking New York State Initial Certification through Hofstra University must complete a specified set of General Education Core requirements (see page 189). Typically, students satisfy these requirements while completing their undergraduate degree programs. However, if one or more of these requirements have not been met, they must be completed prior to conferral of the M.S. in Education degree.

### FINE ARTS CONTENT REQUIREMENTS

Prospective teachers must satisfy fine arts content requirements to qualify for New York State Initial Certification in special-subject education, valid for teaching fine arts (grades PreK-12). Hofstra's program in fine arts education requires students to submit transcripts documenting completion of a minimum of 48 s.h. of post-secondary course work, distributed as follows:

- a. Art history: 9 s.h.
  - Western art, 3-6 s.h.
  - Non-Western art, 3-6 s.h.
- b. Design: 6 s.h.
  - two-dimensional design, 3 s.h.
  - three-dimensional design, 3 s.h.
- c. Fundamental artistic techniques: 18 s.h.
  - drawing, 3-6 s.h.
  - painting, 3-6 s.h.
  - sculpture or ceramics, 3-6 s.h.
  - computer graphics or multimedia, 3-6 s.h.
  - printing, photography, or graphic design, 3-6 s.h.
- d. Electives in fine arts or art history: 6 s.h.
- e. Specialization in an artistic technique: 9 s.h.

Candidates who do not possess a bachelor's degree in fine arts, but who have completed a significant number of the required fine arts content courses with a cumulative grade point average of 2.75 or higher, may apply for admission to the M.S. in Education program. Upon matriculation to the program, students may continue to complete the required content courses while they are completing the requirements for the master's degree. Graduate courses in fine arts and art history taken in partial fulfillment of the requirements for the M.S. in Education degree may also be used to fulfill fine arts content requirements. All content area requirements must be completed prior to the conferring of the master's degree.

### FINE ARTS EDUCATION REQUIREMENTS

The course of study in fine arts education consists of a minimum of 38 semester hours of course work as follows:

#### **Introductory Courses: 10 s.h.**

CT	229	Development & Learning in Childhood & Adolescence, 3 s.h.
SED	200	Information Technology for Teachers, 1 s.h.
	205	Perspectives on Educational Practice, 3 s.h.

One of the following: 3 s.h.

SPED	264	Inclusion in Today's Schools, 3 s.h.
	201	The Exceptional Child, 3 s.h.

**General Methods Courses: 4 s.h.**

LYST	202	Literacy for Special Subjects Teachers, 1 s.h.
SED	264	General Methods of Teaching, 3 s.h.

**Special Methods and Curriculum Courses: 9 s.h.**

CT	298A	Curriculum and Instruction in Art: Elementary, 3 s.h.
	298B	Curriculum and Instruction in Art: Secondary, 3 s.h.
	271	Curriculum Design in Art Education, 3 s.h.

**Elective Courses: 6 s.h.** (With advisement)

*Especially recommended are the following courses: FDED 220, Aesthetic Education; FDED 225, The Museum as Educator; FDED 221, Celebrating Humanity; and CAT 210, Foundations of Art Therapy. Also recommended are courses in Fine Arts, Art History, Curriculum and Teaching, Literacy Studies, Research, Elementary Education, Secondary Education, and Special Education.*

**Student Teaching and Corequisite Seminar: 9 s.h.**

SED	201	Reflective Practice and Classroom Analysis, 3 s.h. (corequisite with CT 227 or 228. Requires completion of an electronic portfolio)
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One of the following: 6 s.h.

CT	227	Student Teaching, 6 s.h. (corequisite with SED 201) or
	228	Supervised Teaching, 6 s.h. (corequisite with SED 201)

To register for courses other than SED 205, 264, or CT 213, students must be matriculated in the program or have written permission of the Chairperson of Curriculum and Teaching or their academic adviser.

Matriculated students must complete a minimum of 29 s.h. in residence at Hofstra University. Student Teaching may be used to meet the 29 s.h. residence requirement. With the academic adviser's approval, a maximum of 9 s.h. may be transferred into the program from accredited institutions; it is strongly recommended that students consult their adviser prior to enrolling in courses intended for transfer into the program.

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Grades lower than B do not confer credit in required (non-elective) courses in the program. Students may repeat courses to meet grade point average requirements.

**FIELD EXPERIENCES PRIOR TO STUDENT TEACHING**

Participation/observation field experiences in designated schools are required as follows:

**Course Placement**

CT	213	20 clock-hour placement in varied settings, grades PreK-12
	298A	20 clock-hour placement in elementary settings, grades PreK-6
	298B	20 clock-hour placement in secondary settings, grades 10-12
SED	264	20 clock-hour placement in high-needs district, grades 7-12
SPED	201	20 clock-hour placement in settings with special needs students, grades 7-12
	264	20 clock-hour placement in settings with special needs students, grades 7-12

A minimum of 100 clock-hours of participation/observation is required prior to student teaching. Field experiences are integrated extensively into course curricula. At least one placement (SED 264) will be spent in a site recognized by the New York State Education Department as high needs. Placements are arranged by the Office of Field Placement. Department policy is to place prospective teachers in districts other than those in which they currently reside or in schools they attended.

**STUDENT TEACHING PREREQUISITES**

To qualify for admission to Student Teaching (CT 227) or Supervised Teaching (CT 228), students must

1. complete CT 213, 298A, 298B; LYST 202; SED 200, 205, 264; and SPED 201/264 (earning a grade of B or higher);
2. maintain a grade point average of 3.0 or higher in overall graduate course work.

Application forms are available from The Office of Field Placement. Applications are due October 1 for the succeeding spring semester and March 1 for the succeeding fall semester.

**GRADUATION REQUIREMENTS**

1. General Education requirements for teacher education programs;
2. Fine Arts Content requirements with a minimum grade point average of 2.75 in fine arts course work;
3. Fine Arts Education requirements with a minimum grade point average of 3.0 in graduate studies (38 s.h. with no fewer than 32 s.h. in residence);
4. an electronic portfolio illustrating the student's education course work and professional accomplishments;
5. all course work offered in satisfaction of fine arts education requirements must be completed within a five-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon successful completion of all program requirements, students are eligible to apply for the University's recommendation for New York State teacher certification. For Initial Certification, students are also required to receive passing scores on all three of the New York State Teacher Certification Examinations (NYSTCE): the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST).

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills – Written (ATS-W) prior to student teaching and the Content Specialty Test (CST) during student teaching.

**MASTER OF SCIENCE IN EDUCATION: FOREIGN LANGUAGE EDUCATION**

*Associate Professor Jean, Graduate Program Director, (516) 463-5489, rlldji@hofstra.edu*

The course of study leads to New York State Initial Certification, valid for teaching languages other than English in grades 7-12. This program is designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the program. The program conforms with the New York State Learning Standards in Languages other than English and the American Council on the Teaching of Foreign Languages standards for oral proficiency.

**ADMISSION REQUIREMENTS**

Applications for admission to a Master of Science in Education program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Students who do not meet the full admission requirements must complete all prerequisite courses prior to the conferring of the master's degree. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the master's program.
2. A minimum grade point average of 2.75 in each of two categories:
  - a. overall undergraduate course work;
  - b. course work in the language in which certification will be sought.
3. Completion of General Education Core prerequisites for teacher education programs (see page 189).
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

### **GENERAL EDUCATION CORE PREREQUISITES**

Prospective teachers seeking New York State Initial Certification through Hofstra University must complete a specified set of General Education Core requirements (see page 189). Typically, students satisfy these requirements while completing their undergraduate degree programs. However, if one or more of these requirements have not been met, they must be completed prior to conferral of the M.S. in Education degree.

### **FOREIGN LANGUAGE CONTENT REQUIREMENTS**

Students admitted to the M.S. in Education program in Foreign Language Education should possess a bachelor's degree in French, Spanish, German or Russian, or a minimum of 36 s.h. in college-level course work above level four in the respective language, distributed over the following areas:

- Culture and Civilization, 6 s.h.
- Conversation, 3 s.h.
- Grammar, 3 s.h.
- Composition, 3 s.h.
- Literature, 9 s.h.

Electives in the target language—additional course work in related areas (with advisement: advanced course work in the above areas or special topics such as phonetics, film or linguistics), 12 s.h.

If the candidate possesses an undergraduate degree in the target language but one or more of the above content areas were not included in the candidate's undergraduate degree, those missing content areas must be completed prior to completion of the M.S. in Education degree. Of these 36 s.h., six may be taken at the graduate level and counted toward the M.S. in Education degree under the Electives category.

Candidates who do not possess a bachelor's degree in the specific language, but who have succeeded in completing a majority of the required content courses with a cumulative grade point average of 2.75 or higher, may apply for admission to the M.S. in Education program. Upon matriculation in the program, candidates may continue to complete the required content courses while they are completing the requirements for a master's program. Where academic subject matter deficiencies in the language are so great as to prevent completion of requisite work within the 37 s.h. master's program, additional course work may be required. Matriculated students must complete a minimum of 31 s.h. in residence at Hofstra. No more than 6 s.h. may be transferred into the program. Student Teaching may be used to meet the 31 s.h. residency.

A maximum of 12 s.h. of graduate course work leading toward the M.S. in Education degree may be completed prior to matriculation in the program. To register for courses in the program other than SED 205, 213, or 264 a student must 1) be matriculated in the program; or 2) have written permission of the course instructor or departmental chairperson prior to the beginning of the course.

### **FOREIGN LANGUAGE EDUCATION REQUIREMENTS (37 s.h.)**

The major in Foreign Language Education consists of a minimum of 37 s.h. of course work, including each of the following:

#### **Introductory Courses: 10 s.h.**

- |     |      |  |
|-----|------|--|
| SED | 205  | Perspectives on Educational Practice, 3 s.h. |
|     | 213* | Adolescent Development & Learning, 3 s.h.    |
|     | 200  | Information Technology for Teachers, 1 s.h.  |

*Choose one from: 3 s.h.*

- |      |      |                                      |
|------|------|--------------------------------------|
| SPED | 201* | The Exceptional Child, 3 s.h.        |
|      | 264* | Inclusion in Today's Schools, 3 s.h. |

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**200 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)**

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**General methods courses: 6 s.h.**

SED 264\* General Methods of Teaching, 3 s.h.

*Choose one from: 3 s.h.*

LYST 209\* Language, Culture, & Identity: Literacy Issues for Adolescents & Young Adults, 3 s.h.

215A\* Language & Literacy in Middle Childhood & Adolescence, 3 s.h.

217A\* Reading & Writing with Adolescents, 3 s.h.

**Special methods and curriculum courses: 6 s.h.**

SED 291\* Instructional Patterns for Foreign Language, 3 s.h.

233 Curriculum & Instruction in Foreign Language, 3 s.h.

**Electives supporting the content area of certification: 6 s.h. (With advisement)**

*FDED, coursework in the specific foreign language, CT, SPED, RES, ELED or LYST recommended, 6 s.h.*

**Student teaching and corequisite seminars : 9 s.h.**

SED 201 Reflective Practice & Classroom Analysis, 3 s.h.

217 Student Teaching, 6 s.h. or

218 Supervised Teaching (for working teachers only), 6 s.h.

Semester hours: 37 s.h.

\*Course requires participation/observation in designated schools.

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive a grade of B or higher on all required (non-elective) courses in the program.

**FIELD EXPERIENCES PRIOR TO STUDENT TEACHING**

Participation/observation field experiences in designated secondary schools are required in the following courses:

SED	213	20 hour field placement in varied settings, grades 7-9
		20 hour field placement in a high-need district, grades 7-12
		30 hour field placement in varied setting, grades 10-12
SPED	201	20 hour field placement in settings with special needs students, grades 7-12
	264	20 hour field placement in settings with special needs students, grades 7-12
LYST	209	10 hour field placement in varied settings, grades 7-12
	215A	10 hour field placement in varied settings, grades 7-12
	217A	10 hour field placement in varied settings, grades 7-12

At least one field placement must be in a district identified as high needs by the New York State Education Department. All field experiences are incorporated into course curricula. Students enrolled in SPED 201/264 are placed in educational settings to work with students who have special needs or disabilities. A minimum of 100 clock hours of participation/observation is required prior to student teaching. Placements are arranged by the Office of Field Placement. Departmental policy is to place prospective teachers in districts other than those in which they currently reside or in schools that they attended.

**STUDENT TEACHING PREREQUISITES**

Students will qualify for admission to SED 217, Student Teaching, or SED 218, Supervised Teaching, when they have satisfied the following requirements:

1. completion of SED 200, 205, 213, 264, 292; LYST 209, 215A, 217A; and SPED 201, 264 with a B or better, and
2. a grade point average of 3.0 or higher in overall graduate course work.

Application forms may be obtained from The Office of Field Placement. Applications are due on October 1 for the succeeding spring semester and March 1 for the succeeding fall semester.

### GRADUATION REQUIREMENTS

1. Completion of all General Education Core prerequisites;
2. completion of all foreign language content requirements;
3. completion of the 37 s.h. course requirement in the M.S. in Education program with no fewer than 31 s.h. in residence;
4. a minimum grade point average of 3.0 in overall graduate course work and no grades below B in required courses;
5. an electronic portfolio, illustrating the student's education course work and professional accomplishments;
6. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

### TEACHER CERTIFICATION REQUIREMENTS

Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial Certification, students are also required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST). Students not receiving passing scores on all three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills – Written (ATS-W) of the New York State Teacher Certification Examinations prior to student teaching and the Content Specialty Test (CST) during student teaching.

### MASTER OF SCIENCE IN EDUCATION: MATHEMATICS EDUCATION

*Professor Whitton, Graduate Program Director, (516) 463-6456, catszw@hofstra.edu*

This Program leads to New York State Initial Teacher Certification, valid for adolescence education in mathematics (grade 7-12), and is designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the program. The program conforms with the New York State Learning Standards in Mathematics, Science, and Technology and with the recommendation for teacher preparation by the National Council of Teachers of Mathematics.

### ADMISSION REQUIREMENTS

Applications for admission to a Master of Science in Education program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on the following:

1. A completed application form to the master's program.
2. A minimum grade point average of 2.75 in each of two categories:
  - a. overall undergraduate course work,
  - b. course work in the content area in which certification will be sought. GPA between 2.5-2.75 may be accepted provisionally subject to special conditions.
3. Completion of General Education Core prerequisites for teacher education programs. (See page 189).
4. A written proposal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.
6. A bachelor's degree with a major (or equivalent) in the content area in which certification will be sought. (For exceptions, see Mathematics Content Requirements below)

The department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.



**GENERAL EDUCATION CORE PREREQUISITES**

Prospective teachers seeking New York State Initial Certification through Hofstra University must complete a specified set of General Education Core requirements (see page 189). Typically, students satisfy these requirements while completing their undergraduate degree programs. However, if one or more of these requirements have not been met, they must be completed prior to conferral of the M.S. in Education degree.

**MATHEMATICS CONTENT REQUIREMENTS**

Students admitted to the M.S. in Education program in Mathematics Education should possess a bachelor's degree in mathematics or a minimum of 36 s.h. in college-level mathematics course work distributed over the following content areas listed below. Candidates who do not possess a bachelor's degree in mathematics, but who have succeeded in completing a majority of the required content courses with a cumulative grade point average of 2.75 or higher, may apply for admission to the M.S. in Education program. Upon matriculation in the program, candidates may continue to complete the required content courses while they are completing the requirements for the master's program.

Prior to the conferral of the M.S. in Education degree, transcripts must indicate successful completion of college-level course work in each of the following content areas of mathematics:

- Differential and Integral Calculus (Calculus I and II), 6-8 s.h.
- Higher Algebra (Linear and Abstract), 6 s.h.
- Higher Geometry (Euclidean, Non-Euclidean, Topology, or equivalent), 3 s.h.
- Discrete or Finite Mathematics, 3 s.h.
- Applied Mathematics, 3 s.h.
- Probability/Statistics, 3 s.h.
- Mathematics electives-additional course work areas (with advisement), 10-12 s.h.

If one or more of the above content areas are missing from any student's transcript, those content areas must be completed prior to completion of the M.S. in Education degree. Of these 36 s.h., six may be taken at the graduate level and counted toward the M.S. in Education degree under the Electives category.

Where academic subject matter deficiencies in mathematics are so great as to prevent completion of requisite work within the 37 s.h. master's program, additional course work may be required. Matriculated students must complete a minimum of 28 s.h. of the M.S. in Education program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. Student Teaching may be used to meet the 28 s.h. residency.

A maximum of 12 s.h. of graduate course work leading toward the M.S. in Education degree may be completed prior to matriculation in the program. To register for courses in the program other than SED 205, 213, or 264 a student must (1) be matriculated in the program, or (2) have written permission of the course instructor or departmental chairperson prior to the beginning of the course.

**MATHEMATICS EDUCATION MAJOR REQUIREMENTS (37 s.h.)**

The major in Mathematics Education consists of a minimum of 37 semester hours of course work, including each of the following:

**Introductory Courses: 10 s.h.**

- |                                |      |  |
|--------------------------------|------|--|
| SED                            | 205  | Perspectives on Educational Practice, 3 s.h.                     |
|                                | 213* | Adolescent Development and Learning, 3 s.h.                      |
|                                | 200  | Information Technology for Teachers, 1 s.h.                      |
| <i>Choose one from: 3 s.h.</i> |      |  |
| SPED                           | 201* | The Exceptional Child: Cognitive and Affective Functions, 3 s.h. |
|                                | 264* | Techniques of Mainstreaming/Inclusion, 3 s.h.                    |

**General methods courses: 6 s.h.**

SED 264\* General Methods of Teaching, 3 s.h.

*Choose one from: 3 s.h.*

LYST 209\* Language, Culture, and Identity: Literacy Issues for Adolescents and Young Adults, 3 s.h.

215A\* Language and Literacy in Middle Childhood and Adolescence, 3 s.h.

217A\* Reading and Writing with Adolescents, 3 s.h.

**Special methods and curriculum courses: 6 s.h.**

SED 292\* Instructional Patterns for Mathematics, 3 s.h.

SED 234 Curriculum and Instruction in Mathematics, 3 s.h.

**Electives supporting the content area of certification: 6 s.h. (With advisement)**

Graduate course work in FDED, MATH, CT, SPED, RES, LYST, ELED or SED recommended

**Student Teaching and corequisite seminars: 9 s.h.**

SED 201 Reflective Practice and Classroom Analysis, 3 s.h.

217 Student Teaching, 6 s.h. or

218 Supervised Teaching, 6 s.h.

\*Course requires participation/observation in designated schools.

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive a grade of B or higher in all required (non-elective) courses in the program.

**FIELD EXPERIENCES PRIOR TO STUDENT TEACHING**

Participation/observation field experiences in designated secondary schools are required in each of the following courses:

SED	213	20 hour field placement in varied settings, grades 7-9
		20 hour field placement in a high-needs district, grades 7-12
	292	30 hour field placement in varied settings, grades 10-12
SPED	201	20 hour field placement in settings with special-needs students, grades 7-12
		20 hour field placement in settings with special-needs students, grades 7-12
LYST	209	10 hour field placement in varied settings, grades 7-12
	215A	10 hour field placement in varied settings, grades 7-12
	217A	10 hour field placement in varied settings, grades 7-12

At least one field placement must be in a district identified as high-needs by the New York State Education Department. All field experiences are incorporated into course curricula. Students enrolled in SPED 201/264 are placed in educational settings to work with students who have special needs or disabilities. A minimum of 100 clock hours of participation/observation is required prior to student teaching. Placements are arranged by the Office of Field Placement. Departmental policy is to place prospective teachers in districts other than those in which they currently reside or in schools that they attended.

**STUDENT TEACHING PREREQUISITES**

Students will qualify for admission to Student Teaching, SED 217, when they have satisfied the following requirements:

1. completion of SED 200, 205, 213, 264, 292; LYST 215/217/225; and SPED 201/264 with a B or better, and
2. a grade point average of 3.0 or higher in overall graduate course work.

Application forms may be obtained from The Office of Field Placement. Applications are due on October 1 for the succeeding spring semester and March 1 for the succeeding fall semester.

**GRADUATION REQUIREMENTS**

1. Completion of all General Education Core prerequisites;
2. completion of all mathematics content requirements;
3. completion of the 37 s.h. course requirement in the M.S. in Education program with no fewer than 31 s.h. in residence;
4. a minimum grade point average of 3.0 in overall graduate course work and no grades below B in required courses;
5. an electronic portfolio, illustrating the student's education course work and professional accomplishments;
6. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST). Students not receiving passing scores on all three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills – Written (ATS-W) prior to student teaching and the Content Specialty Test (CST) during student teaching.

**MASTER OF SCIENCE IN EDUCATION: MUSIC EDUCATION**

*Assistant Professor Robinson, Graduate Program Director, (516) 463-4514, [musngr@hofstra.edu](mailto:musngr@hofstra.edu)*

This program leads to New York State Initial Teacher Certification, valid for the teaching of music in grades PreK-12. This is a comprehensive program which aims to integrate on-campus course work with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and technology are integrated throughout all aspects of the program. This program supports and reflects the national and New York State Learning Standards for the Arts.

**ADMISSION REQUIREMENTS**

Applications for admission to a Master of Science (M.S.) in Education program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Students who do not meet the full admission requirements must complete all prerequisite courses prior to conferring of the degree. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the master's program.
2. A minimum grade point average of 2.75 in each of two categories:
  - a. overall undergraduate course work,
  - b. course work in music.
3. Completion of General Education Core prerequisites for teacher education programs (see below).
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

### GENERAL EDUCATION CORE PREREQUISITES

Prospective teachers seeking New York State Initial Certification through Hofstra University must complete a specified set of General Education Core requirements (see page 189). Typically, students satisfy these requirements while completing their undergraduate degree programs. However, if one or more of these requirements have not been met, they must be completed prior to conferral of the M.S. in Education degree.

### MUSIC CONTENT REQUIREMENTS

Students admitted to the M.S. in Education program in Music Education should possess a bachelor's degree in music or have a minimum of 36 s.h. in college-level music course work distributed over the following content areas:

- Music Theory, 11 s.h.
- Music History & Literature, 6 s.h.
- Applied Music, 4 s.h.
- Conducting, 3 s.h.
- Secondary Applied, 5 s.h.
- Performance, 3 s.h.
- Other courses related to music, 4 s.h.

If one or more of the above content areas are missing from any student's transcript, those content areas must be completed prior to completion of the M.S. in Education degree. Of these 36 s.h., six may be taken at the graduate level and counted toward the M.S. in Education degree under the Electives category.

Candidates who do not possess a bachelor's degree in music, but who have succeeded in completing a majority of the required content courses with a cumulative grade point average of 2.75 or higher, may apply for admission to the M.S. in Education program. Upon matriculation in the program, candidates may continue to complete the required content courses while they are completing the requirements for the master's program. Where academic subject matter deficiencies in music are so great as to prevent completion of requisite work within the 38 s.h. master's program, additional course work may be required. Matriculated students must complete a minimum of 29 s.h. of the M.S. in Education program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. Student Teaching may be used to meet the 29 s.h. residency.

A maximum of 12 s.h. of graduate course work leading toward the M.S. in Education degree may be completed prior to matriculation in the program. To register for courses in the program other than SED 205, 264, or CT 227 a student must 1) be matriculated in the program, or 2) have written permission of the course instructor or departmental chairperson prior to the beginning of the course.

### MUSIC EDUCATION REQUIREMENTS (38 s.h.)

The major in Music Education consists of a minimum of 38 semester hours of course work, including each of the following:

#### Introductory courses: 10 s.h.

- |     |      |   |
|-----|------|---|
| SED | 205  | Perspectives on Educational Practice, 3 s.h.                |
| CT  | 229* | Development & Learning in Childhood and Adolescence, 3 s.h. |

*Choose one from: 1 s.h.*

- |     |       |  |
|-----|-------|--|
| SED | 200M* | Information Technology in Music Classrooms, 1 s.h. |
|     | 200*  | Information Technology for Teachers, 1 s.h.        |

*Choose one from: 3 s.h.*

- |      |      |                                      |
|------|------|--------------------------------------|
| SPED | 201* | The Exceptional Child, 3 s.h.        |
|      | 264* | Inclusion in Today's Schools, 3 s.h. |

**General methods courses: 4 s.h.**

SED	264*	General Methods of Teaching, 3 s.h.
LYST	202	Literacy for Special Subjects Teachers, 1 s.h.

**Special methods and curriculum courses: 9 s.h.**

CT	299A*	Developing Creative Music Strategies, 3 s.h.
	299B*	Perspectives on Instrumental Music, 3 s.h.
SED	227A	Curriculum Design & Instruction in Music (PreK-12), 3 s.h.

**Electives supporting the content area of certification: 6 s.h.**

(With advisement). *FDED 200, 220, 252, and courses from MUS, CT, SPED, RES, LYST, ELED or SED recommended, 6 s.h.*

**Student Teaching and corequisite seminars: 9 s.h.**

SED	201	Reflective Practice & Classroom Analysis, 3 s.h. (Corequisite with CT 217, 218. Requires completion of an electronic portfolio.)
CT	227	Student Teaching, 6 s.h. or
	228	Supervised Teaching (for working teachers only), 6 s.h.

\*Course requires participation/observation in designated schools.

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Grades lower than B do not confer credit in required (non-elective) courses in the program. Students may repeat courses to meet grade point average requirements.

**FIELD EXPERIENCES PRIOR TO STUDENT TEACHING**

Participation/observation field experiences in designated secondary schools are required in each of the following courses:

CT	229	20 hour field placement in varied settings, PreK-12
SED	264	20 hour field placement in a high-needs district, grades 7-12
CT	299A	20 hour field placement in varied settings, grades PreK-6, Choral and General Music settings
CT	299B	20 hour field placement in varied settings, grades 10-12, Instrumental settings
SPED	201	20 hour field placement in settings with special-needs students, grades 7-12
	264	20 hour field placement in settings with special-needs students, grades 7-12

A minimum of 100 clock hours of participation/observation is required prior to student teaching. At least one field placement must be in a district identified as high-needs by the New York State Education Department. All field experiences are incorporated into course curricula. Students enrolled in SPED 201, 264 are placed in educational settings to work with students who have special needs or disabilities. Placements are arranged by the Office of Field Placement. Departmental policy is to place prospective teachers in districts other than those in which they currently reside or in schools that they attended.

**STUDENT TEACHING PREREQUISITES**

Students may apply for admission to Student Teaching, CT 227, when they have satisfied the following requirements:

1. completion of SED 200 or 200M, 205, 213; CT 299A, 299B; SED 227A; LYST 202; and SPED 201, 264 with a grade of B or better, and
2. a grade point average of 3.0 or higher in overall graduate course work.

Application forms may be obtained from The Office of Field Placement. Applications are due on October 1 for the succeeding spring semester and March 1 for the succeeding fall semester.

## GRADUATION REQUIREMENTS

1. Completion of all General Education Core prerequisites;
2. completion of all music content requirements;
3. completion of the 38 s.h. course requirement in the M.S. in Education program with no fewer than 29 s.h. in residence;
4. a minimum grade point average of 3.0 in overall graduate course work and no grades below B in required courses;
5. an electronic portfolio, illustrating the student's education course work and professional accomplishments;
6. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

## TEACHER CERTIFICATION REQUIREMENTS

Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills – Written (ATS-W). Students not receiving passing scores on both examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills – Written (ATS-W) of the New York State Teacher Certification Examinations prior to student teaching.

## MASTER OF SCIENCE IN EDUCATION: SCIENCE EDUCATION

*Assistant Professor Hines, Graduate Program Director, (516) 463-5774, catsmh@hofstra.edu*

Courses in the Science Education Program taken in combination with the appropriate liberal arts and sciences courses, lead toward New York State Initial Teacher Certification in biology, chemistry, or physics (adolescent education, grades 7-12). This program is designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the program. Regardless of the certification area in science that is selected, the program provides necessary course work for additional certification in general science, as well. This program conforms with the New York State Learning Standards in Mathematics, Science and Technology and with the recommendations of the National Science Teachers' Association.

## ADMISSION REQUIREMENTS

Applications for admission to a Master of Science in Education Program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the master's program.
2. A minimum grade point average of 2.75 in each of two categories:
  - a. overall undergraduate course work,
  - b. course work in the content area in which certification will be sought.
3. Completion of General Education Core prerequisites for teacher education programs (see page 189).
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.
6. A Bachelor's degree with a major (or equivalent) in the content area of science education in which certification will be sought (for exceptions see Science Content Requirements below).

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

**GENERAL EDUCATION CORE REQUIREMENTS**

Prospective teachers seeking New York State Initial Certification through Hofstra University must complete a specified set of General Education Core requirements (see page 189). Typically, students satisfy these requirements while completing their undergraduate degree programs. However, if one or more of these requirements have not been met, they must be completed prior to conferral of the M.S. in Education degree.

**SCIENCE CONTENT REQUIREMENTS**

Students admitted to the M.S. in Education program in Science Education should possess a bachelor's degree in the certification content area sought or a minimum of 36 s.h. in college-level course work in the content area of certification, distributed over specified categories (see below).

Candidates who do not possess a bachelor's degree in their chosen science certification area, but who have succeeded in completing a majority of the required content courses with a cumulative grade point average of 2.75 or higher, may apply for admission to the M.S. in Education program. Upon matriculation in the program, candidates may continue to complete the required content courses while they are completing the requirements for the master's program. Prior to conferral of the M.S. in Education degree, transcripts must indicate successful completion of all required course work in the area in which certification will be sought.

The following sections delineate the science content requirements for those seeking certification in either Biology, Chemistry, or Physics. Courses for certification in general science are required of all students in the Science Education program at Hofstra University.

**General Science (required of all students seeking certification in any of the sciences) (24 s.h.):**

- General Chemistry, 6 s.h.
- General Physics, 6 s.h.
- Geology (Earth Science), 6 s.h.
- Calculus Based Mathematics, 6 s.h.

**Biology (required of all students seeking certification in biology) (30 s.h.):**

- General Biology, 6 s.h.
- Genetics, 3 s.h.
- Comparative Anatomy, 3 s.h.
- General Ecology, 3 s.h.
- Invertebrate Zoology, 3 s.h.
- Plant Physiology, 3 s.h.
- Biology Electives course work in related content area (with advisement), 9 s.h.

**Chemistry (required of all students seeking certification in Chemistry) (30 s.h.):**

- Inorganic Chemistry, 6 s.h.
- Organic Chemistry, 6 s.h.
- Quantitative Analysis, 3 s.h.
- Physical Chemistry, 3 s.h.
- Chemistry Electives course work in related content area (with advisement), 12 s.h.

**Physics (required of all students seeking certification in physics) (30 s.h.):**

- General Physics, 6 s.h.
- Electricity and Magnetism, 3 s.h.
- Modern Physics, 3 s.h.
- Optics, 3 s.h.
- Thermodynamics, 3 s.h.

Mechanics, 3 s.h.

Quantum Mechanics, 3 s.h.

Physics Electives courses work in related content areas (with advisement), 6 s.h.

If one or more of the above content areas are missing from any student's transcript, those content areas must be completed prior to completion of the M.S. in Education degree. Of these 36 s.h., six may be taken at the graduate level and counted toward the M.S. in Education.

Where academic subject matter deficiencies in the candidate's chosen science certification area are so great as to prevent completion of requisite work within the 37 s.h. master's program, additional course work may be required.

Matriculated students must complete a minimum of 28 s.h. of the M.S. in Education program in residence at Hofstra.

No more than 9 s.h. may be transferred into the program. Student Teaching may be used to meet the 28 s.h. residency.

A maximum of 12 s.h. of graduate course work leading toward the M.S. in Education degree may be completed prior to matriculation in the program. To register for courses in the program other than SED 205, 213, or 264, a student must (1) be matriculated in the program, or (2) have written permission of the course instructor or departmental chairperson prior to the beginning of the course.

### **SCIENCE EDUCATION MAJOR REQUIREMENTS (37 s.h.)**

The major in Science Education consists of at least 37 semester hours of education course work including each of the following:

#### **Introductory courses: 10 s.h.**

- |     |      |  |
|-----|------|--|
| SED | 205  | Perspectives on Educational Practice, 3 s.h. |
|     | 213* | Adolescent Development and Learning, 3 s.h.  |
|     | 200  | Information Technology for Teachers, 1 s.h.  |

*Choose one from: 3 s.h.*

- |      |      |  |
|------|------|--|
| SPED | 201* | The Exceptional Child: Cognitive and Affective Functions, 3 s.h. |
|      | 264* | Inclusion in Today's Schools, 3 s.h.                             |

#### **General methods courses:**

- |     |      |                                     |
|-----|------|-------------------------------------|
| SED | 264* | General Methods of Teaching, 3 s.h. |
|-----|------|-------------------------------------|

*Choose one from: 3 s.h.*

- |      |       |   |
|------|-------|---|
| LYST | 209*  | Language, Culture, and Identity: Literacy Issues for Adolescents and Young Adults, 3 s.h. |
|      | 215A* | Language and Literacy in Middle Childhood and Adolescence, 3 s.h.                         |
|      | 217A* | Reading and Writing with Adolescents, 3 s.h.  |

#### **Special methods and curriculum courses: 6 s.h.**

- |     |      |   |
|-----|------|---|
| SED | 293* | Instructional Patterns for Science, 3 s.h.    |
|     | 235  | Curriculum and Instruction in Science, 3 s.h. |

#### **Electives supporting the content area of certification: 6 s.h. (With advisement)**

*Graduate course work in FDED, BIO, CHEM, PHYS, CT, SPED, RES, LYST, ELED or SED recommended, 6 s.h.*

#### **Student Teaching and corequisite seminars: 9 s.h.**

- |     |     |   |
|-----|-----|---|
| SED | 201 | Reflective Practice and Classroom Analysis, 3 s.h.      |
|     | 217 | Student Teaching, 6 s.h. or                             |
|     | 218 | Supervised Teaching (for working teachers only), 6 s.h. |



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## 210 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)

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\*Course requires participation/observation in designated schools. Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive a grade of B or higher in all required (non-elective) courses in the program.

### FIELD EXPERIENCES PRIOR TO STUDENT TEACHING

Participation/observation field experiences in designated secondary schools are required in each of the following courses:

SED	213	20 hour field placement in varied settings, grades 7-9
	264	20 hour field placement in a high-needs district, grades 7-12
	293	30 hour field placement in varied settings, grades 10-12
SPED	201	20 hour field placement in settings with special-needs students, grades 7-12
	264	20 hour field placement in settings with special-needs students, grades 7-12
LYST	209	10 hour field placement in varied settings, grades 7-12
	215A	10 hour field placement in varied settings, grades 7-12
	217A	10 hour field placement in varied settings, grades 7-12

At least one field placement must be in a district identified as high-needs by the New York State Education Department. All field experiences are incorporated into course curricula. Students enrolled in SPED 201/264 are placed in educational settings to work with students who have special needs or disabilities. A minimum of 100 clock hours of participation/observation is required prior to student teaching. Placements are arranged by the Office of Field Placement. Departmental policy is to place prospective teachers in districts other than those in which they currently reside or in schools that they attended.

### STUDENT TEACHING PREREQUISITES

Students will qualify for admission to Student Teaching SED 217, or Supervised Teaching SED 218, when they have satisfied the following requirements:

1. completion of SED 200, 205, 213, 264, 293; LYST 209/215A/217A; and SPED 201/264, and
2. a grade point average of 3.0 or higher in overall graduate course work. SED 217 and 218 field assignments include placements on both middle and high school levels.

Application forms may be obtained from The Office of Field Placement. Applications are due on October 1 for the succeeding spring semester and March 1 for the succeeding fall semester.

### GRADUATION REQUIREMENTS

1. Completion of all General Education Core prerequisites;
2. completion of all science content requirements;
3. completion of the 37 s.h. course requirement in the M.S. in Education program with no fewer than 31 s.h. in residence;
4. a minimum GPA of 3.0 in overall graduate course work and no grades below B in required courses;
5. an electronic portfolio illustrating the student's education course work and professional accomplishments;
6. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

### TEACHER CERTIFICATION REQUIREMENTS

Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST). Students not receiving passing scores on all three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Examinations prior to student teaching and the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST) during student teaching.

## **MASTER OF SCIENCE IN EDUCATION: SOCIAL STUDIES EDUCATION**

*Associate Professor Singer, Graduate Program Director, (516) 463-5853, catajs@hofstra.edu*

The Master of Science in Education program in Social Studies Education is a 37 s.h. program that requires an undergraduate major or equivalent (with a minimum of 30 s.h.) in either History or one of the social sciences (Economics, Geography, Political Science, Sociology, or Anthropology). The course of study leads to New York State Initial Teacher Certification, valid for adolescence education in social studies (grades 7-12). This program is designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the program. The program conforms with the New York State Learning Standards in Social Studies and with the recommendations for teacher preparation of the National Council for the Social Studies.

### **ADMISSION REQUIREMENTS**

Applications for admission to a Master of Science in Education program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Students who do not meet the full admission requirements must complete prerequisite courses prior to the conferring of the master's degree. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the master's program.
2. A minimum grade point average of 2.75 in each of two categories:
  - a. overall undergraduate course work,
  - b. course work in the content area in which certification is being sought.
3. Completion of General Education Core prerequisites for teacher education programs (see below).
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.

The department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Candidates may wish to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

### **GENERAL EDUCATION CORE REQUIREMENTS**

Prospective teachers seeking New York State Initial Certification through Hofstra University must complete a specified set of General Education Core requirements (see page 189). Typically, students satisfy these requirements while completing their undergraduate degree programs. However, if one or more of these requirements have not been met, they must be completed prior to conferral of the M.S. in Education degree.

### **GENERAL EDUCATION CORE PREREQUISITES**

Prospective teachers seeking New York State Initial Certification through Hofstra University must complete a specified set of General Education Core requirements (see below). Typically, students satisfy these requirements while completing their undergraduate degree programs. However, if one or more of these requirements have not been met, they must be completed prior to conferral of the M.S. in Education degree.

**SOCIAL STUDIES CONTENT REQUIREMENTS**

Students admitted to the M.S. in Education program in Social Studies Education must have a minimum of 36 s.h. in history and social studies courses, including a minimum of 21 s.h. in history and geography. In addition, the Hofstra University program requires a distribution of history and social studies courses in different subject areas.

- minimum 6 s.h. European history (Western Civilization);
- minimum 6 s.h. United States history;
- minimum 3 s.h. Political Science (American Government);
- minimum 3 s.h. Economics;
- minimum 3 s.h. Geography;
- additional course work (with advisement) that demonstrates competency in non-Western (African, Asian, Latin American or Russian) History, Anthropology and Sociology.

If one or more of the above content areas are missing from any student's transcript, those content areas must be completed prior to completion of the M.S. in Education degree. Of these 36 s.h., six may be taken at the graduate level and counted toward the M.S. in Education degree under the Electives category.

Candidates who do not possess a bachelor's degree in their certification area, but who have succeeded in completing a majority of the required content courses with a cumulative grade point average of 2.75 or higher, are eligible to apply for the M.S. in Education program. Upon matriculation in the program, candidates may continue to complete the required courses while they are completing the requirements for the master's program. Where academic subject deficiencies in social studies are so great as to prevent completion of requisite work within the 37 s.h. master's program, additional course work may be required. Matriculated students must complete a minimum of 28 s.h. in residence at Hofstra University. No more than 9 s.h. may be transferred into the program. Student teaching may be used to meet the 28 s.h. requirement.

A maximum of 12 s.h. of graduate course work leading toward the M.S. in Education degree may be completed prior to matriculation in the program. To register for courses in the program other than SED 205, 213, or 264, students must 1) be matriculated in the program, or 2) have written permission from their adviser or the Chairperson of Curriculum and Teaching prior to the beginning of the course. Students accepted to the program must meet with their adviser to determine any undergraduate content area deficiencies and to complete a plan of study (Graduate Student's Advisement Record).

**SOCIAL STUDIES EDUCATION REQUIREMENTS (37 s.h.)**

The M.S. in Education in Social Studies consists of 37 s.h. of course work, as follows:

**Introductory courses: 10 s.h.**

- |     |      |  |
|-----|------|--|
| SED | 205  | Perspectives on Educational Practice, 3 s.h. |
|     | 213* | Adolescent Development and Learning, 3 s.h.  |
|     | 200  | Information Technology for Teachers, 1 s.h.  |

*Choose one from: 3 s.h.*

- |      |      |  |
|------|------|--|
| SPED | 201* | The Exceptional Child: Cognitive and Affective Functions, 3 s.h. |
|      | 265* | Inclusion in Today's Schools, 3 s.h.                             |

**General Methods Classes: 6 s.h.**

- |     |      |                                     |
|-----|------|-------------------------------------|
| SED | 264* | General Methods of Teaching, 3 s.h. |
|-----|------|-------------------------------------|

*Choose one from: 3 s.h.*

- |      |       |   |
|------|-------|---|
| LYST | 209*  | Language, Culture, & Identity: Literacy Issues for Adolescents & Young Adults, 3 s.h. |
|      | 215A* | Language & Literacy in Middle Childhood and Adolescence, 3 s.h.                       |
|      | 217A* | Reading & Writing with Adolescents, 3 s.h.  |

**Special Methods and Curriculum Courses: 6 s.h.**

SED	294*	Instructional Patterns for Social Studies, 3 s.h.
	242	Global History in the Curriculum, 3 s.h.

**Elective Courses, with advisement, supporting the content area of certification: 6 s.h.**

*FDED courses, cross-cultural courses, and courses in urban and/or gender issues are especially recommended. In addition, students may choose from the following content area electives:*

FDED	230	History of Education in the United States, 3 s.h.
SED	276	United States History – A Project Approach, 3 s.h.
ISI	201	Diversity and Global Perspectives (New College), 3 s.h.
SED	236	Curriculum and Instruction in Social Studies, 3 s.h.

**Student Teaching and corequisite seminars: 9 s.h.**

SED	201	Reflective Practice and Classroom Analysis, 3 s.h.
	217	Student Teaching, 6 s.h. or
	218	Supervised Teaching (for working teachers only), 3 s.h.

\*Course requires participation/observation in designated schools.

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Grades lower than B do not confer credit in required (non-elective) courses in the program. Students may repeat courses to meet grade point average requirements.

**FIELD EXPERIENCES PRIOR TO STUDENT TEACHING**

Participation/observation field experiences in designated secondary schools are required in each of the following courses:

SED	213	20 hour field placement in varied settings, grades 7-9
	264	20 hour field placement in high-needs district, grades 7-12
	294	30 hour field placement in varied settings, grades 10-12
SPED	201	20 hour field placement in settings with special-needs students, grades 7-12
	264	20 hour field placement in settings with special-needs students, grades 7-12
LYST	209	10 hour field placement in varied settings, grades 7-12
	215A	10 hour field placement in varied settings, grades 7-12
	217A	10 hour field placement in varied settings, grades 7-12

A minimum of 100 clock hours of participation/observation is required prior to student teaching. At least one field placement (SED 264) must be in a district identified as high-needs by the New York State Education Department. All field experiences are incorporated into course curricula. Students enrolled in SPED 201, 264 are placed in educational settings to work with students who have special needs or disabilities. Placements are arranged by the Office of Field Placement. Departmental policy is to place prospective teachers in districts other than those in which they currently reside or in schools that they attended.

**STUDENT TEACHING PREREQUISITES**

To qualify for admission to SED 217, Student Teaching or SED 218, Supervised Teaching, students must:

1. complete SED 200, 205, 213; 264, 294; SPED 201, 264; and LYST 209, 215A, 217A (earning a grade of B or higher) and,
2. maintain a grade point average of 3.0 or higher in overall graduate course work.

Application forms may be obtained from The Office of Field Placement. Applications are due on October 1 for the succeeding spring semester and March 1 for the succeeding fall semester.

**GRADUATION REQUIREMENTS**

1. Completion of all General Education Core requirements;
2. completion of all social studies content requirements;
3. completion of the 37 s.h. course requirement in the M.S. in Education program with no fewer than 28 s.h. in residence;
4. a minimum GPA of 3.0 in graduate course work and no D grades in required courses;
5. an electronic portfolio illustrating the student's education course work and professional accomplishments;
6. all course work offered in satisfaction of the M.S. in Education degree requirements must be completed within a 5-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Liberal Arts and Sciences Test (LAST); the Assessment of Teaching Skills – Written (ATS-W); and the Content Specialty Test (CST). Students not receiving passing scores on all three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills – Written (ATS-W) of the New York State Teacher Certification Examinations prior to student teaching and the Content Specialty Test (CST) during student teaching.

**MASTER OF SCIENCE IN EDUCATION: TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)**

*Assistant Professor Gordon, Graduate Program Director, (516) 463-5170, cattzg@hofstra.edu*

Courses in this Master of Science in Education program lead toward New York State initial teacher certification for teaching English as a Second Language (preK-12). The program is designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy education, multicultural education, meeting the needs of learners with exceptionalities and the use of technology are integrated throughout all aspects of the program. The program conforms with the National TESL Standards and the requirements of the National Board of Professional Teaching Standards.

**ADMISSION CRITERIA FOR THE M.S. IN EDUCATION IN TESL PROGRAM**

Applications for admission to a Master of Science in Education program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Students who do not fully meet admission requirements may be required to complete prerequisite courses concurrently with the completion of the master's Program requirements. Admission is based on a comprehensive review of multiple criteria, including the following:

1. An overall GPA of 2.75 or higher in all course work.
2. A GPA of 2.75 or higher in liberal arts and sciences course work.
3. Two letters of reference addressing the applicant's potential to succeed in the teaching profession and in graduate course work.
4. Completion of General Education Core and Content prerequisites for teacher education programs (see below).
5. Interview with the director of the TESL Program.
6. A written personal statement of professional intent and rationale.
7. 12 semester hours of foreign language study or demonstrated proficiency in a second language.

The department understands that any single criterion may not reliably predict a candidate's potential for success in the program. Candidates may wish to apply if they do not meet one of the criteria but feel that other aspects of their experience might compensate.

### GENERAL EDUCATION CORE/CONTENT PREREQUISITES

Students must satisfy a specified set of General Education Core/Content prerequisites. These include course work in each of the following areas:

1. Artistic Expression
2. Communication
3. Information Retrieval
4. Historical and Social Science Concepts
5. Philosophy
6. Humanities
7. Language Other Than English (6 s.h. or demonstrated proficiency)
8. Scientific Processes
9. Mathematical Processes
10. Literature, Written Analysis, and Expression (6 s.h.)
11. Cross-cultural Appreciation

Typically, students satisfy these requirements while completing their undergraduate degree programs. However, if one or more of these requirements have not been met, they must be completed prior to conferral of the M.S. in Education degree.

### TESL MAJOR REQUIREMENTS (37 s.h.)

#### Area One: Introductory Courses: 7 s.h.

CT	229*	Development & Learning in Childhood & Adolescence, 3 s.h.
	266	The Learner in the School, 3 s.h.
SED	200	Information Technology for Teachers, 1 s.h.

#### Area Two: Linguistic Component: 9 s.h.

CT	226	Linguistics for Teachers of English Language Learner, 3 s.h. or
LYST	208	Language and Literacy in Urban Settings (with advisement), 3 s.h.
ENGL	203	Approaches to English Grammar, 3 s.h.
LING	210	Second Language Acquisition, 3 s.h.

#### Area Three: Society and Culture: 3 s.h.

*Choose one course from the following:*

SPAN	218	Peoples & Cultures of Latin America, 3 s.h.
ANTH	200	Fundamentals of Anthropology, 3 s.h.
FDED	221	Celebrating Humanity, 3 s.h.
	242	Foundational Perspectives in Multicultural Education, 3 s.h.
	247	The Family as Educator: Multicultural Dimensions, 3 s.h.
	248	Multicultural Education in the Metropolitan Area, 3 s.h.

#### Area Four: Methodological Component: 12 s.h.

ELED	225*	Teaching English as a Second Language, 3 s.h.
SED	267*	Teaching English to Adolescent & Adult Speakers of Other Languages, 3 s.h.
SPED	264*	Inclusion in Today's Schools, 3 s.h.
LYST	213*	Introduction to Bilingual & Biliteracy Instruction, 3 s.h.

#### Area Five: Practicum/Student Teaching: 3-6 s.h.

CT	268	Practicum: Teachers of Non-English Speaking Students, 3 s.h. or
	269	Student Teaching (uncertified students only), 6 s.h.

#### Elective (certified students only) (With advisement)

*Courses in foundations of education, curriculum and teaching, literacy development, special education are recommended*

\*Course required participation/observation in designated schools.

Students must maintain a cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must earn a B or higher in all required (non-elective) courses in the program.

### **FIELD EXPERIENCE PRIOR TO STUDENT TEACHING**

Participation/observation field experiences in designated schools are required in each of the following courses:

ELED	225	25 hours in settings with English Language Learners (grades PreK-6)
SED	267	25 hours in settings with English Language Learners (grades 7-12)
CT	213	20 clock hours in high-need schools, including placement with socioeconomically disadvantaged students (preK-12)
SPED	264	20 clock hours in settings with students with special needs (grades preK-12)
LYST	213	10 hours in varied settings with English Language Learners (grades preK-12)

A minimum of 100 clock hours of participation/observation is required prior to student teaching. At least one field placement must be in a district identified as high-needs by the New York State Education Department. All field experiences are incorporated into course curricula. Placements are arranged by the Office of Field Placement. Departmental policy is to place prospective teachers in districts other than those in which they currently reside or in schools that they attended.

### **STUDENT TEACHING PREREQUISITES**

Students will qualify for admission to practicum or student teaching (CT 268 or CT 269) after they have satisfied the following requirements: 1) completion of CT 213, 226 or LYST 208; ELED 225; SED 267; SPED 264; LYST 213 with a B or higher grade, and 2) a grade point average of 3.0 or higher in overall graduate course work. Applications are obtainable from The Office of Field Placement. Applications are due on October 1 for the succeeding spring semester and March 1 for the succeeding fall semester.

### **GRADUATION REQUIREMENTS**

1. Satisfaction of all General Education Core and Content prerequisites;
2. completion of all course work for the Master of Science in Teaching of English as a Second Language with overall GPA of 3.0; no grades below B in required courses;
3. completion of the 37 s.h. course requirements in the M.S. in Education program with no fewer than 31 s.h. in residence;
4. an electronic portfolio illustrating the student's educational course work and professional accomplishments;
5. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

### **TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), the Language Proficiency Assessment in English – oral (LPA in English), and the Content Specialty Test in ESOL (CST in ESOL). Students not receiving passing scores on all four examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST), the Language Proficiency Assessment (LPA) in English, and the Assessment of Teaching Skills – Written (ATS-W) prior to student teaching and the Content Specialty Test (CST) in ESOL during student teaching. All these examinations should be completed prior to graduation.

## MASTER OF ARTS: BILINGUAL EDUCATION

Assistant Professor Gordon, Graduate Program Director, (516) 463-5170, [cattzg@hofstra.edu](mailto:cattzg@hofstra.edu)

Courses in this Master of Arts program lead toward a New York State teaching certificate extension for bilingual education. The program is designed for teachers who hold New York State certification in early childhood education, childhood education, middle childhood education, special subjects, or career and technical education and wish to earn a certification extension for bilingual education. The program is designed to blend on-campus preparation with field experiences in the school settings specific to the focus of the student's base teaching certificate. Literacy education, multicultural education, and the use of technology are integrated throughout all aspects of the program. The program conforms with the requirements of the National Board of Professional Teaching Standards and is registered with the New York State Education Department.

### ADMISSION CRITERIA FOR THE M.A. IN BILINGUAL EDUCATION PROGRAM

Applications for admission to the Master of Arts (M.A.) program in Bilingual Education Program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Students who do not fully meet admission requirements may be required to complete prerequisite courses concurrently with completion of the master's program requirements. Admission is based on a comprehensive review of multiple criteria, including the following:

1. New York State certification (initial or professional) in one of the following areas: early childhood education, childhood education, middle childhood education, a special subject or career and technical education.
2. An overall GPA of 2.75 or higher in all course work.
3. Two letters of reference addressing the applicant's potential to succeed in the teaching profession and in graduate course work.
4. Interview with the director of the Bilingual Program.
5. Demonstration of proficiency in English and another language or a proficiency examination satisfactory to the department and consistent with the New York State certification guidelines. Students who fail to achieve a satisfactory score on the language proficiency examination are retested after remediation and are required to achieve a satisfactory score prior to completion of the program.

The department understands that any single criterion may not reliably predict a student's potential for success in the program. Candidates may wish to apply even if they do not meet one of the criteria but feel that other aspects of their experience might compensate.

### REQUIRED COURSE WORK FOR THE M.A. PROGRAM IN BILINGUAL EDUCATION (31 s.h.)

#### Area One: Introductory Courses: 7 s.h.

SED	200	Information Technology for Teachers, 1 s.h.
CT	260*	Foundations, Theory, & Practice of Bilingual Education, 3 s.h.
	266	The Learner in the School, 3 s.h.

#### Area Two: Linguistic Component: 6 s.h.

CT	226	Linguistics for Teachers of English Language Learners, 3 s.h.
LYST	208	Language & Literacy in Urban Settings, 3 s.h. or
SPCH	209	Developmental Psycholinguistics, 3 s.h.

#### Area Three: Society and Culture: 6 s.h.

FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h. or
	242	Foundational Perspectives in Multicultural Education, 3 s.h. or
	248	Multicultural Education in the Metropolitan Area, 3 s.h.
SPAN	218	Peoples & Cultures of Latin America, 3 s.h.



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## 218 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)

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### **Area Four: Methodological Component: 9 s.h.**

LYST	213*	Introduction to Bilingual & Bilitery Instruction, 3 s.h.
CT	265*	Methods & Materials in Bilingual Education, 3 s.h.
RES	241	Testing & Evaluation of Bilingual Students, 3 s.h.

### **Elective** (With advisement)

Courses in Foundations of Education, Curriculum and Teaching, Literacy and Special Education are recommended.

\*Course requires participation/observation in designated schools.

Students must maintain a cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must earn a B or higher in all required (non-elective) courses in the program.

### **FIELD EXPERIENCES**

Supervised field experiences in designated schools are required in each of the following courses:

CT	260	10 clock hours
LYST	213	10 clock hours
CT	265	30 clock hours

A minimum of 50 clock hours of supervised field experience is required. Students are placed in the settings specific to the foci of their base teaching certificates. All field experiences are incorporated into the course curricula and supervised by the University faculty. Placements are arranged by the Office of Field Placement. Departmental policy is to place prospective teachers in districts other than those in which they currently reside or in schools that they attended.

### **GRADUATION REQUIREMENTS**

1. Completion of all course work for the Master of Arts program in Bilingual Education with an overall GPA of 3.0; no grade below B in required courses;
2. completion of the 31 s.h. course requirements in the M.A. in Education program with no fewer than 25 s.h. in residence;
3. an electronic portfolio illustrating the student's education course work and professional accomplishments;
4. all course work offered in satisfaction of the degree requirements must have been completed within a 5-year period.

### **TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State teaching certificate extension. For certification extension, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Language Proficiency Assessment in English – oral (LPA in English) and Target Language (oral and written). It is highly recommended that students take these exams during their first semester in the program. Students not receiving passing scores on both examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

The Language Proficiency Assessment in English – oral (LPA in English) examination and Target Language (oral and written) examination should be completed prior to graduation. Students not receiving passing scores on both examinations will not be eligible for certification.

## MASTER OF ARTS: ENGLISH EDUCATION

Professor Murphy, Graduate Program Director, (516) 463-6775, [catmom@hofstra.edu](mailto:catmom@hofstra.edu)

This program leads to Professional Certification for teachers who possess Initial Certification in Adolescence Education, valid for teaching English language arts in grades 7-12. It provides advanced study in the curriculum, pedagogy, and content of English language arts. The program conforms with the New York State Learning Standards in English Language Arts and with the recommendations for teacher preparation of the National Council of Teachers of English.

### ADMISSION REQUIREMENTS

Applications for admission to a Master of Arts (M.A.) program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the M.A. program.
2. New York State Initial Certification in Adolescence Education, valid teaching English language arts in grades 7-12. (Applicants who have Provisional Certification rather than Initial Certification should see the appropriate graduate director for program alternatives.)
3. A minimum grade point average (GPA) of 2.75 in each of two categories:
  - a. overall undergraduate course work;
  - b. course work in the content area in which certification will be sought. Students with GPAs between 2.5 and 2.75 may be accepted provisionally, subject to special conditions.
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in the program. Candidates may wish to apply even if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

Matriculated students must complete a minimum of 24 s.h. of the M.A. program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. A maximum of 12 s.h. of graduate course work leading toward the M.A. degree may be completed prior to matriculation in the program.

### ENGLISH EDUCATION MAJOR REQUIREMENTS (33 s.h.)

The major in English Education consists of a minimum of 33 semester hours of course work, including each of the following:

#### Introductory courses: 6 s.h.

SED 207 The Dynamics of Curriculum Change, 3 s.h.

Choose one course from: 3 s.h.

SED 253 Teaching for Thinking, 3 s.h.

CT 219 Cognition & Instruction, 3 s.h.

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**220 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)**

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**Content/Pedagogy Linkage: 12 s.h.**

SED 232 Curriculum & Instruction in English, 3 s.h.

*Choose three courses (with advisement) from: 9 s.h.*

ENGL 203 Approaches to English Grammar, 3 s.h.

210 20th-Century American Fiction, 3 s.h.

261 The American Renaissance, 1820-1860, 3 s.h.

271A Sources of the English Literary Tradition I, 3 s.h.

271B Sources of the English Literary Tradition II, 3 s.h.

272 Sources of the English Literary Tradition III, 3 s.h.

274 Sources of the American Literary Tradition, 3 s.h.

MAP 261 World Literature (New College course) or equivalents in ENGL or LYST

**Cognate Area: 9-15 s.h.**

*Select one concentration area from the following categories:*

**A. The Arts and Humanities: 9-15 s.h. Choose (with advisement) from:**

DRAM 278 Theater Methods in Educational Dramatics, 3 s.h.

SED 231 Interdisciplinary Approaches to Curriculum & Instruction, 3 s.h.

273 Teaching Writing in the Content Areas, 3 s.h.

FDED 220 Aesthetic Education, 3 s.h.

221 Celebrating Humanity: Aesthetic Experience & Education in Global Perspective, 3 s.h.

225 Museum as Educator, 3 s.h.

280 Logical Foundations of Teaching & Method, 3 s.h.

ELED 233 Curriculum & Instruction in Creative Arts, 3 s.h.

LYST 263 Teachers as Writers, 3 s.h. or equivalents

**B. Multicultural Education: 9-15 s.h. Choose (with advisement) from:**

CT/SED 208 Multicultural Curriculum & Teaching, 3 s.h.

SED 255 Experiences in Urban Secondary Education, 3 s.h.

CT 250 Gender Issues in the Classroom, 3 s.h.

FDED 232 Cross-Cultural Education: Comparative Perspectives, 3 s.h.

240 Urban Education, 3 s.h.

242 Foundational Perspectives in Multicultural Education, 3 s.h.

248 Multicultural Education in the Metropolitan Area, 3 s.h.

255 Children of Color & Their Educational Experiences, 3 s.h.

ISI 201 Cultural Diversity & Global Perspectives (New College course), 3 s.h.

ELED 224 Multicultural Literature in Elementary Schools, 3 s.h.

LYST 213 Introduction to Bilingual & Bilingual Instruction for Children & Adolescents,  
3 s.h. or equivalents

**C. Educational Technology: 9-15 s.h. Choose (with advisement) from:**

CT 200 Introduction to Computer Technology in Education, 3 s.h.

210A Emerging Technologies for Teaching & Learning, 3 s.h.

211A Computer Authoring & Scripting Environments, 3 s.h.

213 Information Technology in Business Education, 3 s.h.

214A Information Technology in Elementary Education, 3 s.h.

215A Cognition & Artificial Intelligence, 3 s.h.

216 Information Technology in Mathematics Education, 3 s.h.

217 Information Technology in Science Education, 3 s.h.

272 Technology & the Teaching of Writing, 3 s.h.

275 Selected Topics in Educational Software Development, 3 s.h. or equivalents

**Gifted Education: 12 s.h. Completion of this cognate leads to a Certification Extension in Gifted Education.**

*Complete each of the following:*

SPED	255	Introduction to Gifted Education, 3 s.h.
	256	Schoolwide Enrichment Instructional Methods and Materials for all Learners, 3 s.h.
CAT	235	Creativity, 3 s.h.
SPED	258	Internship: Gifted Education, 3 s.h.

**Bilingual Education: 15 s.h. Completion of this cognate leads to a Certification Extension in Bilingual Education.**

*Complete each of the following:*

CT	260*	Foundations, Theory, & Practice of Bilingual, Bicultural Education, 3 s.h.
	265*	Methods & Materials in Bicultural Education, 3 s.h.
LYST	213*	Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h.

*Choose one course from: 3 s.h.*

FDDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h.
	242	Foundational Perspectives in Multicultural Education, 3 s.h.
	248	Multicultural Education in the Metropolitan Area, 3 s.h.

*Choose one course from: 3 s.h.*

SPCH	209	Developmental Psycholinguistics, 3 s.h.
CT	226	Linguistics for Teachers of English Language Learners, 3 s.h.
LYST	208	Language & Literacy in Urban Settings, 3 s.h.

**Electives: 0-6 s.h. (With advisement)**

*Graduate course work in ENGL, CT, ELED, FDED, LYST, MHAЕ, RES, SED, or SPED recommended.*

*Students seeking a Certification Extension in Middle Level Education (grades 5-6) should choose the following courses as electives:*

CT/SED	221	Middle Level Curriculum, 3 s.h.
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*Choose one course from: 3 s.h.*

CT	247A	Middle Childhood Curriculum (grades 5-6), 3 s.h.
ELED	205	Language in the Curriculum (grades 4-6), 3 s.h.

**Capstone Activity: 3 s.h.**

SED	300A	Curriculum Project (part I), 1 s.h.
	300B	Curriculum Project (part II), 2 s.h.

\*A minimum of 50 clock hours of college supervised field experience is required in this cognate area. Students are placed in the settings specific to the foci of their teaching certificate. All field experiences are incorporated into the course curricula. Placements are arranged by the Office of Field Placement. Department policy is to place students in districts other than those in which they currently reside or in schools that they attended.

Students must maintain a cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive grades of B or higher in all required (non-elective) courses in the program.

**GRADUATION REQUIREMENTS**

1. Completion of the 33 s.h. course requirement in the M.A. program with no fewer than 24 s.h. in residence;
2. a minimum grade point average of 3.0 in overall graduate course work and no grades below B in required (non-elective) courses;
3. satisfactory completion of a Departmental approved curriculum project;
4. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of a graduate teacher education program, students will be eligible to apply for the University's recommendation for New York State Professional Certification. See the Teacher Certification Office for application forms and related advisement.

To be eligible for the Certification Extension, students are required to have passing scores on the following New York State Teacher Certification Examinations (NYSTCE): the Language Proficiency Assessment in English – Oral (LPA in English) and the Target Language (oral and written).

**MASTER OF ARTS: FINE ARTS EDUCATION**

*Assistant Professor Zwirn, Graduate Program Director, (516) 463-4976, catsgz@hofstra.edu*

This program leads to Professional Certification for teachers who possess Initial Certification for teaching art in grades PreK-12. It provides advanced study in the curriculum, pedagogy, and content of the fine arts. The program is in conformity with New York State Learning Standards for the Visual Arts and with the recommendations for teacher preparation by the National Art Education Association.

**ADMISSION REQUIREMENTS**

Applications for admission to a Master of Arts (M.A.) program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the M.A. program.
2. New York State Initial Certification for teaching art in grades PreK-12. (Applicants who have Provisional Certification rather than Initial Certification should see the appropriate graduate program director for program alternatives.)
3. A minimum grade point average (GPA) of 2.75 in each of two categories:
  - a. overall undergraduate course work;
  - b. course work in the content area in which certification will be sought.
  - c. Students with GPAs between 2.5 and 2.75 may be accepted provisionally, subject to special conditions.
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.
6. A portfolio of artworks (or photographs thereof), including a drawing, a painting, a sculpture, and one additional submission of the applicant's choice.

The Department understands that any single criterion may not reliably predict a student's potential for success in the program. Candidates may wish to apply even if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

Matriculated students must complete a minimum of 24 s.h. of the M.A. program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. A maximum of 12 s.h. of graduate course work leading toward the M.A. degree may be completed prior to matriculation in the program.

### FINE ARTS EDUCATION MAJOR REQUIREMENTS (33 s.h.)

The major in Fine Arts Education consists of a minimum of 33 semester hours of course work, including each of the following:

#### Introductory courses: 6 s.h.

SED 207 The Dynamics of Curriculum Change, 3 s.h.

Choose one course from: 3 s.h.

CT 253 Teaching for Thinking, 3 s.h.

219 Cognition & Instruction, 3 s.h.

#### Content/Pedagogy Linkage: 12 s.h.

CT 271 Curriculum Design in Art Education, 3 s.h.

297A Advanced Studies in Art Education: Elementary, 3 s.h.

297B Advanced Studies in Art Education: Secondary, 3 s.h.

Choose one of the following: 3 s.h.

FDED 200 Aesthetic Education, 3 s.h.

225 The Museum as Educator, 3 s.h.

#### Fine Arts Courses: 6 s.h.

*Electives from the Fine Arts and/or Art History (200-level) (At least 3 s.h. must be completed in studio art)*

#### Electives: 6 s.h. (with advisement)

*Graduate course work in the fine arts, CT, ELED, FDED, LYST, MHAЕ, RES, SED, or SPED recommended.*

Capstone Activity: 3 s.h.

SED 300A Curriculum Project (part I), 1 s.h.

300B Curriculum Project (part II), 2 s.h.

Students must maintain a cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive grades of B or higher in all required (non-elective) courses in the program.

### GRADUATION REQUIREMENTS

1. Completion of the 33 s.h. course requirement in the M.A. program with no fewer than 24 s.h. in residence;
2. a minimum grade point average of 3.0 in overall graduate course work and no grades below B in required (non-elective) courses;
3. satisfactory completion of a Departmental approved curriculum project;
4. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

### TEACHER CERTIFICATION REQUIREMENTS

Upon the successful completion of a graduate teacher education program, students will be eligible to apply for the University's recommendation for New York State Professional Certification. See the Teacher Certification Office for application forms and related advisement.

### MASTER OF ARTS: FOREIGN LANGUAGE EDUCATION

Associate Professor Jean, Graduate Program Director, (516) 463-5489, rlldjj@hofstra.edu

This program leads to Professional Certification for teachers who possess Initial Certification in Adolescence Education, valid for teaching French, German, Russian, or Spanish in grades 7-12. It provides advanced study in the curriculum, pedagogy, and content of the target language. The program conforms with the New York State Learning Standards for Languages other than English.

**ADMISSION REQUIREMENTS**

Applications for admission to a Master of Arts (M.A.) program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the M.A. program.
2. New York State Initial Certification in Adolescence Education, valid for teaching a language other than English (French, German, Russian, or Spanish) in grades 7-12. (Applicants who have Provisional Certification rather than Initial Certification should see the appropriate graduate program director for program alternatives.)
3. A minimum grade point average (GPA) of 2.75 in each of two categories:
  - a. overall undergraduate course work;
  - b. course work in the content area in which certification will be sought.
  - c. Students with GPAs between 2.5 and 2.75 may be accepted provisionally, subject to special conditions.
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.

The Department understands that any single criterion may not reliably predict a student's potential for success in the program. Candidates may wish to apply even if they do not meet one of the criteria but feel that other aspects of their experience might compensate.

Matriculated students must complete a minimum of 24 s.h. of the M.A. program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. A maximum of 12 s.h. of graduate course work leading toward the M.A. degree may be completed prior to matriculation in the program.

**FOREIGN LANGUAGE EDUCATION MAJOR REQUIREMENT (33 s.h.)**

The major in Foreign Language Education consists of a minimum of 33 semester hours of course work, including each of the following:

**Introductory courses: 6 s.h.**

SED 207 The Dynamics of Curriculum Change, 3 s.h.

*Choose one course from: 3 s.h.*

CT 253 Teaching for Thinking, 3 s.h.

219 Cognition & Instruction, 3 s.h.

**Content/Pedagogy Linkage: 12 s.h.**

*Complete only the requirements below for the target language of Initial Certification.*

**A. Target Language: French**

SED 233 Curriculum & Instruction in Foreign Languages, 3 s.h.

*Choose three courses (with advisement) from: 9 s.h.*

FREN 201 The French Language, 3 s.h.

202 Studies in French Civilization, 3 s.h.

221-226 Special Topics, 3 s.h.

CT/SED 208 Multicultural Curriculum & Teaching, 3 s.h.

FDED 232 Cross-Cultural Education: Comparative Perspectives or equivalents, 3 s.h.

**B. Target Language: German**

SED 233 Curriculum & Instruction in Foreign Languages, 3 s.h.

Choose three courses (with advisement) from: 9 s.h.

GERM	221-226	Readings in Literature or Special Studies, 3 s.h.
CT/SED	208	Multicultural Curriculum & Teaching, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives or equivalents, 3 s.h.

**C. Target Language: Russian**

SED	233	Curriculum & Instruction in Foreign Languages, 3 s.h.
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Choose three courses (with advisement) from:

RUS	221-226	Readings in Literature or Special Studies, 3 s.h.
CT/SED	208	Multicultural Curriculum & Teaching, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h. or equivalents

**D. Target Language: Spanish**

SED	233	Curriculum & Instruction in Foreign Languages, 3 s.h.
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Choose three courses (with advisement) from:

SPAN	202	The Spanish Language, 3 s.h.
	212	Contrastive Bilingualism, 3 s.h.
	213	Development of Social & Psychological Bilingual Trends in the United States, 3 s.h.
	218	People & Cultures of Latin America, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h. or equivalents

**Cognate Area: 9-15 s.h.**

Select one concentration area from the following categories:

**A. Educational Technology: 9-15 s.h.** Choose (with advisement) from:

CT	200	Introduction to Computer Technology in Education, 3 s.h.
	210A	Emerging Technologies for Teaching & Learning, 3 s.h.
	211A	Computer Authoring & Scripting Environments, 3 s.h.
	213	Information Technology in Business Education, 3 s.h.
	214A	Information Technology in Elementary Education, 3 s.h.
	215A	Cognition & Artificial Intelligence, 3 s.h.
	216	Information Technology in Mathematics Education, 3 s.h.
	217	Information Technology in Science Education, 3 s.h.
	272	Technology & the Teaching of Writing, 3 s.h.
	275	Selected Topics in Educational Software Development, 3 s.h. or equivalents

**B. Multicultural Education: 9-15 s.h.** Choose (with advisement) from:

CT/SED	208	Multicultural Curriculum & Teaching, 3 s.h.
SED	255	Experiences in Urban Secondary Education, 3 s.h.
CT	250	Gender Issues in the Classroom, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h.
	240	Urban Education, 3 s.h.
	242	Foundational Perspectives in Multicultural Education, 3 s.h.
	248	Multicultural Education in the Metropolitan Area, 3 s.h.
	255	Children of Color & Their Educational Experiences, 3 s.h.
ISI	201	Cultural Diversity & Global Perspectives (New College course), 3 s.h.
ELED	224	Multicultural Literature in Elementary Schools, 3 s.h.
LYST	213	Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h.



**C. The Arts and Humanities: 9-15 s.h. Choose (with advisement) from:**

DRAM	278	Theater Methods in Educational Dramatics, 3 s.h.
SED	231	Interdisciplinary Approaches to Curriculum & Instruction, 3 s.h.
	273	Teaching Writing in the Content Areas, 3 s.h.
FDED	220	Aesthetic Education, 3 s.h.
	221	Celebrating Humanity: Aesthetic Experience & Education in Global Perspective, 3 s.h.
	225	Museum as Educator, 3 s.h.
	280	Logical Foundations of Teaching & Method, 3 s.h.
ELED	233	Curriculum & Instruction in Creative Arts, 3 s.h.
LYST	263	Teachers as Writers, 3 s.h. or equivalents

**Gifted Education: 12 s.h. Completion of this cognate leads to a Certification Extension in Gifted Education.**

*Complete each of the following:*

SPED	255	Introduction to Gifted Education, 3 s.h.
	256	Schoolwide Enrichment Instructional Methods and Materials for all Learners, 3 s.h.
CAT	235	Creativity, 3 s.h.
SPED	258	Internship: Gifted Education, 3 s.h.

**Bilingual Education: 15 s.h. Completion of this cognate leads to a Certification Extension in Bilingual Education.**

*Complete each of the following:*

CT	260*	Foundations, Theory, & Practice of Bilingual, Bicultural Education, 3 s.h.
	265*	Methods & Materials in Bicultural Education, 3 s.h.
LYST	213*	Introduction to Bilingual & Biteracy Instruction for Children & Adolescents, 3 s.h.

*Choose one course from: 3 s.h.*

FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h.
	242	Foundational Perspectives in Multicultural Education, 3 s.h.
	248	Multicultural Education in the Metropolitan Area, 3 s.h.

*Choose one course from: 3 s.h.*

SPCH	209	Developmental Psycholinguistics, 3 s.h.
CT	226	Linguistics for Teachers of English Language Learners, 3 s.h.
LYST	208	Language & Literacy in Urban Settings, 3 s.h.

\*A minimum of 50 clock hours of college supervised field experience is required in this cognate area. Students are placed in the settings specific to the foci of their teaching certificate. All field experiences are incorporated into the course curricula. Placements are arranged by the Office of Field Placement. Department policy is to place students in districts other than those in which they currently reside or in schools that they attended.

To be eligible for the Certification Extension, students are required to have passing scores on the following New York State Teacher Certification Examinations (NYSTCE): The Language Proficiency Assessment in English – Oral (LPA in English) and The Target Language Examination (oral and written).

**Electives: 0-6 s.h. (with advisement)**

*Graduate course work in the target language, CT, ELED, FDED, LYST, MHAЕ, RES, SED, or SPED recommended.*

**Capstone Activity: 3 s.h.**

SED	300A	Curriculum Project (part I), 1 s.h.
	300B	Curriculum Project (part II), 2 s.h.

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive grades of B or higher in all required (non-elective) courses in the program.

### GRADUATION REQUIREMENTS

1. Completion of the 33 s.h. course requirement in the M.A. program with no fewer than 24 s.h. in residence;
2. a minimum grade point average of 3.0 in overall graduate course work and no grades below B in required (non-elective) courses;
3. satisfactory completion of a Departmental approved curriculum project;
4. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

### TEACHER CERTIFICATION REQUIREMENTS

Upon the successful completion of a graduate teacher education program, students will be eligible to apply for the University's recommendation for New York State Professional Certification. See the Teacher Certification Office for application forms and related advisement.

### MASTER OF ARTS: MATHEMATICS EDUCATION

*Professor Whitton, Graduate Program Director, (516) 463-5954, catszw@hofstra.edu*

This program leads to Professional Certification for teachers who possess Initial Certification in Adolescence Education, valid for teaching Mathematics in grades 7-12. It provides advanced study in the curriculum, pedagogy, and content of mathematics. The program conforms with the recommendations for teacher preparation by the National Council of Teachers of Mathematics and with the New York State Learning Standards in Mathematics, Science, and Technology.

### ADMISSION REQUIREMENTS

Applications for admission to a Master of Arts (M.A.) program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the M.A. program.
2. New York State Initial Certification in Adolescence Education, valid for teaching mathematics in grades 7-12. (Applicants who have Provisional Certification rather than Initial Certification should see the appropriate graduate program director for program alternatives.)
3. A minimum grade point average (GPA) of 2.75 in each of two categories:
  - a. overall undergraduate course work;
  - b. course work in the content area in which certification will be sought.
  - c. Students with GPAs between 2.5 and 2.75 may be accepted provisionally, subject to special conditions.
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.

The Department understands that any single criterion may not reliably predict a student's potential for success in the program. Candidates may wish to apply even if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

Matriculated students must complete a minimum of 24 s.h. of the M.A. program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. A maximum of 12 s.h. of graduate course work leading toward the M.A. degree may be completed prior to matriculation in the program.

**MATHEMATICS EDUCATION MAJOR REQUIREMENTS (33 s.h.)**

The major in Mathematics Education consists of a minimum of 33 semester hours of course work, including each of the following:

**Introductory courses: 6 s.h.**

SED 207 The Dynamics of Curriculum Change, 3 s.h.

*Choose one course from: 3 s.h.*

SED 253 Teaching for Thinking, 3 s.h.

CT 219 Cognition & Instruction, 3 s.h.

**Content/Pedagogy: 12 s.h.**

SED 234 Curriculum & Instruction in Mathematics, 3 s.h.

*Choose three courses (with advisement) from: 9 s.h.*

CT 216 Applications of Information Technology in Mathematics Education, 3 s.h.

MATH 202 Mathematical Logic, 3 s.h.

280,A-Z Workshop: Pre-College Mathematics, 1-3 s.h. each

298,299,A-Z Advanced Topics, 2 or 3 s.h. each or equivalents

**Cognate Area: 9-15 s.h.**

*Select one concentration area from the following categories:*

**A. Educational Technology: 9-15 s.h. Choose (with advisement) from:**

CT 200 Introduction to Computer Technology in Education, 3 s.h.

210A Emerging Technologies for Teaching & Learning, 3 s.h.

211A Computer Authoring & Scripting Environments, 3 s.h.

213 Information Technology in Business Education, 3 s.h.

214A Information Technology in Elementary Education, 3 s.h.

215A Cognition & Artificial Intelligence, 3 s.h.

216 Information Technology in Mathematics Education, 3 s.h.

217 Information Technology in Science Education, 3 s.h.

272 Technology & the Teaching of Writing, 3 s.h.

275 Selected Topics in Educational Software Development, 3 s.h. or equivalents

**B. Multicultural Education: 9-15 s.h. Choose (with advisement) from:**

CT/SED 208 Multicultural Curriculum & Teaching, 3 s.h.

SED 255 Experiences in Urban Secondary Education, 3 s.h.

CT 250 Gender Issues in the Classroom, 3 s.h.

FDED 232 Cross-Cultural Education: Comparative Perspectives, 3 s.h.

240 Urban Education, 3 s.h.

242 Foundational Perspectives in Multicultural Education, 3 s.h.

248 Multicultural Education in the Metropolitan Area, 3 s.h.

255 Children of Color & Their Educational Experiences, 3 s.h.

ISI 201 Cultural Diversity & Global Perspectives (New College course), 3 s.h.

ELED 224 Multicultural Literature in Elementary Schools, 3 s.h.

LYST 213 Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. (requires a 10 hr. field placement) or equivalents

**C. The Arts and Humanities: 9-15 s.h. Choose (with advisement) from:**

DRAM 278 Theater Methods in Educational Dramatics, 3 s.h.

SED 231 Interdisciplinary Approaches to Curriculum & Instruction, 3 s.h.

273 Teaching Writing in the Content Areas, 3 s.h.

FDED	220	Aesthetic Education, 3 s.h.
	221	Celebrating Humanity: Aesthetic Experience & Education in Global Perspective, 3 s.h.
	225	Museum as Educator, 3 s.h.
	280	Logical Foundations of Teaching & Method, 3 s.h.
ELED	233	Curriculum & Instruction in Creative Arts, 3 s.h.
LYST	263	Teachers as Writers, 3 s.h. or equivalents

**Gifted Education: 12 s.h. Completion of this cognate leads to a Certification Extension in Gifted Education.**

*Complete each of the following:*

SPED	255	Introduction to Gifted Education, 3 s.h.
	256	Schoolwide Enrichment Instructional Methods and Materials for all Learners, 3 s.h.
CAT	235	Creativity, 3 s.h.
SPED	258	Internship: Gifted Education, 3 s.h.

**Bilingual Education: 15 s.h. Completion of this cognate leads to a Certification Extension in Bilingual Education.**

*Complete each of the following:*

CT	260*	Foundations, Theory, & Practice of Bilingual, Bicultural Education 3 s.h.
	265*	Methods & Materials in Bicultural Education, 3 s.h.
LYST	213*	Introduction to Bilingual & Biteracy Instruction for Children & Adolescents, 3 s.h.

*Choose one course from: 3 s.h.*

FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h.
	242	Foundational Perspectives in Multicultural Education, 3 s.h.
	248	Multicultural Education in the Metropolitan Area, 3 s.h.

*Choose one course from: 3 s.h.*

SPCH	209	Developmental Psycholinguistics, 3 s.h.
CT	226	Linguistics for Teachers of English Language Learners, 3 s.h.
LYST	208	Language & Literacy in Urban Settings, 3 s.h.

\*A minimum of 50 clock hours of college supervised field experience is required in this cognate area. Students are placed in the settings specific to the foci of their teaching certificates. All field experiences are incorporated into the course curricula. Placements are arranged by the Office of Field Placement. Department policy is to place students in districts other than those in which they currently reside or in schools that they attended.

To be eligible for the Certification Extension, students are required to have passing scores on the following New York State Teacher Certification Examinations (NYSTCE): The Language Proficiency Assessment in English – Oral (LPA in English) and The Target Language Examination (oral and written).

**Electives: 0-6 s.h. (With advisement)**

*Graduate course work in MATH, CT, ELED, FDED, LYST, MHAЕ, RES, SED, or SPED recommended.*

*Students seeking a Certification Extension in Middle Level Education (grades 5-6), should choose both of the following courses as electives:*

CT/SED	221	Middle Level Curriculum, 3 s.h.
CT	247A	Middle Childhood Curriculum, Grades 5-6, 3 s.h.

**Capstone Activity: 3 s.h.**

SED	300A	Curriculum Project (part I), 1 s.h.
	300B	Curriculum Project (part II), 2 s.h.

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive grades of B or higher in all required (non-elective) courses in the program.

**GRADUATION REQUIREMENTS**

1. Completion of the 33 s.h. course requirement in the M.A. program with no fewer than 24 s.h. in residence;
2. a minimum grade point average of 3.0 in overall graduate course work and no grades below B in required (non-elective) courses;
3. satisfactory completion of a Departmental approved curriculum project;
4. all course work offered in satisfaction of the degree requirements must have been completed within a 5-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of a graduate teacher education program, students will be eligible to apply for the University's recommendation for New York State Professional Certification. See the Teacher Certification Office for application forms and related advisement.

**MASTER OF ARTS: MUSIC EDUCATION**

*Assistant Professor Robinson, Graduate Program Director, (516) 463-4514, [musngr@hofstra.edu](mailto:musngr@hofstra.edu)*

The Master of Arts program in Music Education leads to Professional Certification for teachers who possess Initial Certification for teaching music in grades PreK-12. It provides advanced study in the curriculum, pedagogy, and content of music. This program supports and reflects the National Standards for Art Education and the New York State Learning Standards for the Arts.

**ADMISSION REQUIREMENTS**

Applications for admission to a Master of Arts (M.A.) program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the M.A. program.
2. New York State Initial Certification in music, valid for teaching grades preK-12. (Applicants who have Provisional Certification rather than Initial Certification should see the appropriate graduate program director for program alternatives.)
3. A minimum grade point average (GPA) of 2.75 in each of two categories:
  - a. overall undergraduate course work;
  - b. course work in the content area in which certification will be sought.
  - c. Students with GPAs between 2.5 and 2.75 may be accepted provisionally, subject to special conditions.
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Candidates may wish to apply even if they do not meet one of the criteria but feel that other aspects of their experience might compensate.

Matriculated students must complete a minimum of 24 s.h. of the M.A. program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. A maximum of 12 s.h. of graduate course work leading toward the M.A. degree may be completed prior to matriculation in the program.

**MUSIC EDUCATION MAJOR REQUIREMENTS (33 s.h.)**

The major in Music Education consists of a minimum of 33 semester hours of course work, including each of the following:

**Introductory courses: 6 s.h.**

SED 207 The Dynamics of Curriculum Change, 3 s.h.

Choose one course from: 3 s.h.

SED	253	Teaching for Thinking, 3 s.h.
CT	219	Cognition & Instruction, 3 s.h.

**Content/Pedagogy Linkage: 15 s.h. (with advisement)**

SED	227A	Curriculum Design & Instruction in Music (preK-12) , 3 s.h.
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Choose 12 s.h. from:

SED	200M	Integrating Technology in Music Education, 1 s.h. or
	200	Information Technology for Teachers, 1 s.h.
ELED	211A	Advanced Theories & Strategies in Movement, Music & Rhythmic Activities From Birth – Age Eight, 1 s.h.
	211	Children's Movement & Rhythmic Activities in the Curriculum, 1 s.h.
CT	299A	Developing Creative Music Strategies, 3 s.h.
	299B	Perspectives on Instrumental Music, 3 s.h.
FDED	220	Aesthetic Education, 3 s.h.
SED	257	Instrumental Conducting: Techniques & Methodology, 3 s.h.
MUS	270,A-C	Orff-Schulwerk Certification, 3 s.h. each
	271,A-Z	Workshops for Music Educators, 1 s.h.
	272,A-Z	Workshops for Music Educators, 2 s.h.
	273,A-Z	Workshops for Music Educators, 3 s.h.
SED	273	Wind Literature & Rehearsal Techniques, 3 s.h.
MUS	274	Contemporary Issues in Music Education – Orff-Schulwerk, 1 s.h. or equivalents

**Electives Supporting Music Education: 9 s.h. (with advisement)**

Any Music course, 200-level or above, 3 s.h.

Courses from: FDED, SED, SPED, CT, ISI, DRAM, PESP recommended, 6 s.h.

Especially recommended:

FDED 220, 280, 232, 240, 242, 248, 255, SED 208, 231, SPED 201, 264, CT 219, 253, 265, 208, 250, ISI 210, DRAM 278

**Capstone Activity: 3 s.h.**

SED	300A	Curriculum Project (part I), 1 s.h.
	300B	Curriculum Project (part II), 2 s.h.

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive grades of B or higher in all required (non-elective) courses in the program.

**GRADUATION REQUIREMENTS**

1. Completion of the 33 s.h. course requirement in the M.A. program with no fewer than 24 s.h. in residence;
2. a minimum grade point average of 3.0 in overall graduate course work and no grades below B in required (non-elective) courses;
3. satisfactory completion of a Departmental approved curriculum project;
4. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of a graduate teacher education program, students will be eligible to apply for the University's recommendation for New York State Professional Certification. See the Teacher Certification Office for application forms and related advisement.

**MASTER OF ARTS: SCIENCE EDUCATION**

Associate Professor Hines, Graduate Program Director, (516) 463- 5774, [catsmh@hofstra.edu](mailto:catsmh@hofstra.edu)

This program leads to Professional Certification for teachers who possess Initial Teacher Certification in Adolescence Education, valid for teaching biology, chemistry, earth science, physics and/or general science in grades 7-12. It provides advanced study in the curriculum, pedagogy, and content of the sciences. The program conforms with the recommendations for teacher preparation by the National Science Teachers Association and the New York State Learning Standards in Mathematics, Science, and Technology.

**ADMISSION REQUIREMENTS**

Applications for admission to a Master of Arts (M.A.) program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the M.A. program.
2. New York State Initial Certification in Adolescence Education, valid for teaching one of the sciences in grades preK-12. (Applicants who have Provisional Certification rather than Initial Certification should see the appropriate graduate program director for program alternatives.)
3. A minimum grade point average (GPA) of 2.75 in each of two categories:
  - a. overall undergraduate course work;
  - b. course work in the content area in which certification will be sought.
  - c. Students with GPAs between 2.5 and 2.75 may be accepted provisionally, subject to special conditions.
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Candidates may wish to apply even if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

Matriculated students must complete a minimum of 24 s.h. of the M.A. program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. A maximum of 12 s.h. of graduate course work leading toward the M.A. degree may be completed prior to matriculation in the program.

**SCIENCE EDUCATION MAJOR REQUIREMENTS (33 s.h.)**

The major in Science Education consists of a minimum of 33 semester hours of course work, including each of the following:

**Introductory courses: 6 s.h.**

SED 207 The Dynamics of Curriculum Change, 3 s.h.

*Choose one course from: 3 s.h.*

SED 253 Teaching for Thinking, 3 s.h.

CT 219 Cognition & Instruction, 3 s.h.

**Content/Pedagogy Linkage: 12 s.h.**

SED 235 Curriculum & Instruction in Science, 3 s.h.

*Choose three courses (with advisement) from: 9 s.h.*

CT 200 Introduction to Computer Technology in Education, 3 s.h.

217 Application of Information Technology in Science Education, 3 s.h.

NSC 201 Philosophy & Implications of Scientific Inquiry I, 3 s.h.

202 Philosophy & Implication of Scientific Inquiry II, 3 s.h.

BIO 253A Special Topics in Biology, 2-4 s.h.

GEOL 251 Readings I, 3 s.h.

252 Readings II, 3 s.h.

*Graduate Special Topics courses in BIO, CHEM, GEOL, and PHYS (with permission of the instructor and the graduate adviser)*

**Cognate Area: 9-15 s.h.**

*Select one concentration area from the following categories:*

**A. Multicultural Education: 9-15 s.h. Choose (with advisement) from:**

CT/SED	208	Multicultural Curriculum & Teaching, 3 s.h.
SED	255	Experiences in Urban Secondary Education, 3 s.h.
CT	250	Gender Issues in the Classroom, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h.
	240	Urban Education, 3 s.h.
	242	Foundational Perspectives in Multicultural Education, 3 s.h.
	248	Multicultural Education in the Metropolitan Area, 3 s.h.
	255	Children of Color & Their Educational Experiences, 3 s.h.
ISI	201	Cultural Diversity & Global Perspectives (New College course), 3 s.h.
ELED	224	Multicultural Literature in Elementary Schools, 3 s.h.
LYST	213	Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. (requires a 10 hr. field placement) or equivalents

**B. The Arts and Humanities: 9-15 s.h. Choose (with advisement) from:**

DRAM	278	Theater Methods in Educational Dramatics, 3 s.h.
SED	231	Interdisciplinary Approaches to Curriculum & Instruction, 3 s.h.
	273	Teaching Writing in the Content Areas, 3 s.h.
FDED	220	Aesthetic Education, 3 s.h.
	221	Celebrating Humanity: Aesthetic Experience & Education in Global Perspective, 3 s.h.
	225	Museum as Educator, 3 s.h.
	280	Logical Foundations of Teaching & Method, 3 s.h.
ELED	233	Curriculum & Instruction in Creative Arts, 3 s.h.
LYST	263	Teachers as Writers, 3 s.h. or equivalents

**C. Educational Technology: 9-15 s.h. Choose (with advisement) from:**

CT	200	Introduction to Computer Technology in Education, 3 s.h.
	210A	Emerging Technologies for Teaching & Learning, 3 s.h.
	211A	Computer Authoring & Scripting Environments, 3 s.h.
	213	Information Technology in Business Education, 3 s.h.
	214A	Information Technology in Elementary Education, 3 s.h.
	215A	Cognition & Artificial Intelligence, 3 s.h.
	216	Information Technology in Mathematics Education, 3 s.h.
	217	Information Technology in Science Education, 3 s.h.
	272	Technology & the Teaching of Writing, 3 s.h.
	275	Selected Topics in Educational Software Development, 3 s.h. or equivalents

**Gifted Education: 12 s.h. Completion of this cognate leads to a Certification Extension in Gifted Education.**

*Complete each of the following:*

SPED	255	Introduction to Gifted Education, 3 s.h.
	256	Schoolwide Enrichment Instructional Methods & Materials for all Learners, 3 s.h.
CAT	235	Creativity, 3 s.h.
SPED	258	Internship: Gifted Education, 3 s.h.



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**234 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)**

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**Bilingual Education: 15 s.h. Completion of this cognate leads to a Certification Extension in Bilingual Education.**

*Complete each of the following:*

- |      |      |   |
|------|------|---|
| CT   | 260* | Foundations, Theory, & Practice of Bilingual, Bicultural Education, 3 s.h.            |
|      | 265* | Methods & Materials in Bicultural Education, 3 s.h.                                   |
| LYST | 213* | Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. |

*Choose one course from: 3 s.h.*

- |      |     |  |
|------|-----|--|
| FDED | 232 | Cross-Cultural Education: Comparative Perspectives, 3 s.h.   |
|      | 242 | Foundational Perspectives in Multicultural Education, 3 s.h. |
|      | 249 | Multicultural Education in the Metropolitan Area, 3 s.h.     |

*Choose one course from: 3 s.h.*

- |      |     |   |
|------|-----|---|
| SPCH | 209 | Developmental Psycholinguistics, 3 s.h.                       |
| CT   | 226 | Linguistics for Teachers of English Language Learners, 3 s.h. |
| LYST | 208 | Language & Literacy in Urban Settings, 3 s.h.                 |

\*A minimum of 50 clock hours of college supervised field experience is required in this cognate area. Students are placed in the settings specific to the foci of their base teaching certificates. All field experiences are incorporated into the course curricula. Placements are arranged by the Office of Field Placement. Department policy is to place students in districts other than those in which they currently reside or in schools that they attended.

To be eligible for the Certification Extension, students are required to have passing scores on the following New York State Teacher Certification Examinations (NYSTCE): The Language Proficiency Assessment in English – Oral (LPA in English) and The Target Language Examination (oral and written).

**Electives: 0-6 s.h. (With advisement)**

Graduate course work in one of the sciences, CT, ELED, FDED, LYST, MHAЕ, RES, SED, or SPED recommended.

*Students seeking a Certification Extension in Middle Level Education (grades 5-6) should choose both of the following courses as electives:*

- |        |      |   |
|--------|------|---|
| CT/SED | 221  | Middle Level Curriculum, 3 s.h.                 |
| CT     | 247A | Middle Childhood Curriculum, Grades 5-6, 3 s.h. |

**Capstone Activity: 3 s.h.**

- |     |      |                                      |
|-----|------|--------------------------------------|
| SED | 300A | Curriculum Project (part I), 1 s.h.  |
|     | 300B | Curriculum Project (part II), 2 s.h. |

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive grades of B or higher in all required (non-elective) courses in the program.

### **GRADUATION REQUIREMENTS**

1. Completion of the 33 s.h. course requirement in the M.A. program with no fewer than 24 s.h. in residence;
2. a minimum grade point average of 3.0 in overall graduate course work and no grades below B in required (non-elective) courses;
3. satisfactory completion of a Departmental approved curriculum project;
4. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

### **TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of a graduate teacher education program, students will be eligible to apply for the University's recommendation for New York State Professional Certification. See the Teacher Certification Office for application forms and related advisement.

## **MASTER OF ARTS: SOCIAL STUDIES EDUCATION**

*Associate Professor Singer, Graduate Program Director, (516) 463-5853, catajs@hofstra.edu*

This program leads to Professional Certification for teachers who possess Initial Certification in Adolescence Education, valid for teaching Social Studies in grades 7-12. It provides advanced study in the curriculum, pedagogy, and content of social studies. The program conforms with the recommendation for teacher preparation by the National Council for Social Studies and with the New York State Learning Standards in Social Studies.

### **ADMISSION REQUIREMENTS**

Applications for admission to a Master of Arts (M.A.) program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the M.A. program.
2. New York State Initial Certification in Adolescence Education, valid for teaching one of the social studies in grades preK-12. (Applicants who have Provisional Certification rather than Initial Certification should see the appropriate graduate program director for program alternatives.)
3. A minimum grade point average (GPA) of 2.75 in each of two categories:
  - a. overall undergraduate course work;
  - b. course work in the content area in which certification will be sought.
  - c. Students with GPAs between 2.5 and 2.75 may be accepted provisionally, subject to special conditions.
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Candidates may wish to apply even if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

Matriculated students must complete a minimum of 24 s.h. of the M.A. program in residence at Hofstra. No more than 12 s.h. of graduate course work leading toward the M.A. degree may be completed prior to matriculation in the program.

### **SOCIAL STUDIES EDUCATION MAJOR REQUIREMENTS (33 s.h.)**

The major in Social Studies Education consists of a minimum of 33 semester hours of course work, including each of the following:

#### **Introductory courses: 6 s.h.**

SED 207 The Dynamics of Curriculum Change, 3 s.h.

*Choose one course from: 3 s.h.*

SED 253 Teaching for Thinking, 3 s.h.

CT 219 Cognition & Instruction, 3 s.h.

#### **Content/Pedagogy Linkage: 12 s.h.**

SED 236 Curriculum & Instruction in Social Studies, 3 s.h.

*Choose three courses (with advisement) from: 9 s.h.*

SED 242 Global History in the Curriculum, 3 s.h.

276 Teaching United States History—A Project Approach, 3 s.h.

ISI 201 Cultural Diversity & Global Perspectives (New College course), 3 s.h.

SED 294 Instructional Patterns for Social Studies, 3 s.h.

HIST 291, 292 Special Studies in History, 3 s.h. or equivalents

**Cognate Area: 9-15 s.h.**

Select one concentration area from the following categories:

**A. History and the Social Sciences: 9–15 s.h. Choose (with advisement) from:**

HIST	251,252	Readings in American History, 3 s.h. each
	253,254	Readings in European History, 3 s.h. each
	255,256	Readings in Russian History, 3 s.h. each
	291,292	Special Studies in History, 3 s.h. each
	235	Studies in Long Island Regional History, 3 s.h.
ISI	201	Cultural Diversity & Global Perspectives (New College course), 3 s.h.

Graduate electives in the Social Sciences (Economics, Political Science, Anthropology, Geography, Sociology) or equivalents, 3 s.h.

**B. Multicultural Education: 9-15 s.h. Choose (with advisement) from:**

CT/SED	208	Multicultural Curriculum & Teaching, 3 s.h.
SED	255	Experiences in Urban Secondary Education, 3 s.h.
CT	250	Gender Issues in the Classroom, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h.
	240	Urban Education, 3 s.h.
	242	Foundational Perspectives in Multicultural Education, 3 s.h.
	248	Multicultural Education in the Metropolitan Area, 3 s.h.
	255	Children of Color & Their Educational Experiences, 3 s.h.
ISI	201	Cultural Diversity & Global Perspectives (New College course), 3 s.h.
ELED	224	Multicultural Literature in Elementary Schools, 3 s.h.
LYST	213	Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. (requires a 10 hr. field placement) or equivalents

**C. The Arts and Humanities: 9-15 s.h. Choose (with advisement) from:**

DRAM	278	Theater Methods in Educational Dramatics, 3 s.h.
SED	231	Interdisciplinary Approaches to Curriculum & Instruction, 3 s.h.
	273	Teaching Writing in the Content Areas, 3 s.h.
FDED	220	Aesthetic Education, 3 s.h.
	221	Celebrating Humanity: Aesthetic Experience & Education in Global Perspective, 3 s.h.
	225	Museum as Educator, 3 s.h.
	280	Logical Foundations of Teaching & Method, 3 s.h.
ELED	233	Curriculum & Instruction in Creative Arts, 3 s.h.
LYST	263	Teachers as Writers, 3 s.h. or equivalents

**D. Educational Technology: 9-15 s.h. Choose (with advisement) from:**

CT	200	Introduction to Computer Technology in Education, 3 s.h.
	210A	Emerging Technologies for Teaching & Learning, 3 s.h.
	211A	Computer Authoring & Scripting Environments, 3 s.h.
	213	Information Technology in Business Education, 3 s.h.
	214A	Information Technology in Elementary Education, 3 s.h.
	215A	Cognition & Artificial Intelligence, 3 s.h.
	216	Information Technology in Mathematics Education, 3 s.h.
	217	Information Technology in Science Education, 3 s.h.
	272	Technology & the Teaching of Writing, 3 s.h.
	275	Selected Topics in Educational Software Development, 3 s.h. or equivalents

**Gifted Education: 12 s.h. Completion of this cognate leads to a Certification Extension in Gifted Education.**

*Complete each of the following:*

- |      |     |  |
|------|-----|--|
| SPED | 255 | Introduction to Gifted Education, 3 s.h.   |
|      | 256 | Schoolwide Enrichment Instructional Methods and Materials for all Learners, 3 s.h. |
| CAT  | 235 | Creativity, 3 s.h.   |
| SPED | 258 | Internship: Gifted Education, 3 s.h.   |

**Bilingual Education: 15 s.h. Completion of this cognate leads to a Certification Extension in Bilingual Education.**

*Complete each of the following:*

- |      |      |   |
|------|------|---|
| CT   | 260* | Foundations, Theory, & Practice of Bilingual, Bicultural Education, 3 s.h.            |
|      | 265* | Methods & Materials in Bicultural Education, 3 s.h.                                   |
| LYST | 213* | Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. |

*Choose one course from: 3 s.h.*

- |       |     |  |
|-------|-----|--|
| FDDED | 232 | Cross-Cultural Education: Comparative Perspectives, 3 s.h.   |
|       | 242 | Foundational Perspectives in Multicultural Education, 3 s.h. |
|       | 248 | Multicultural Education in the Metropolitan Area, 3 s.h.     |

*Choose one course from: 3 s.h.*

- |      |     |   |
|------|-----|---|
| SPCH | 209 | Developmental Psycholinguistics, 3 s.h.                       |
| CT   | 226 | Linguistics for Teachers of English Language Learners, 3 s.h. |
| LYST | 208 | Language & Literacy in Urban Settings, 3 s.h.                 |

\*A minimum of 50 clock hours of college supervised field experience is required in this cognate area. Students are placed in the settings specific to the foci of their base teaching certificates. All field experiences are incorporated into the course curricula. Placements are arranged by the Office of Field Placement. Department policy is to place students in districts other than those in which they currently reside or in schools that they attended.

To be eligible for the Certification Extension, students are required to have passing scores on the following New York State Teacher Certification Examinations (NYSTCE): The Language Proficiency Assessment in English – Oral (LPA in English) and The Target Language Examination (oral and written).

**Electives: 0-6 s.h. (With advisement)**

Graduate course work in history or the social sciences, CT, ELED, FDED, LYST, MHAЕ, RES, SED, or SPED recommended.

*Students seeking a Certification Extension in Middle Level Education (grades 5-6) should choose the following electives:*

- |        |     |                                 |
|--------|-----|---------------------------------|
| CT/SED | 221 | Middle Level Curriculum, 3 s.h. |
|--------|-----|---------------------------------|

*Choose one course from:*

- |     |      |   |
|-----|------|---|
| CT  | 247A | Integrated Middle Level Extension, grades 5-6, 3 s.h.     |
| SED | 276  | Teaching United States History—A Project Approach, 3 s.h. |

**Capstone Activity: 3 s.h.**

- |     |      |                                      |
|-----|------|--------------------------------------|
| SED | 300A | Curriculum Project (part I), 1 s.h.  |
|     | 300B | Curriculum Project (part II), 2 s.h. |

Students must maintain a minimum cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive grades of B or higher in all required (non-elective) courses in the program.

**GRADUATION REQUIREMENTS**

1. Completion of the 33 s.h. course requirement in the M.A. program with no fewer than 24 s.h. in residence;
2. a minimum grade point average of 3.0 in overall graduate course work with no grades below B in required (non-elective) courses;
3. satisfactory completion of a Departmental approved curriculum project;
4. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of a graduate teacher education program, students will be eligible to apply for the University's recommendation for New York State Professional Certification. See the Teacher Certification Office for application forms and related advisement.

**MASTER OF ARTS: WIND CONDUCTING**

*Associate Professor Boonshaft, Graduate Program Director, (516) 463-5298, musplb@hofstra.edu*

The Master of Arts program in Wind Conducting leads to Professional Certification for teachers who possess Initial Certification to teach music in grades preK-12. It provides advanced study in the curriculum, pedagogy, and content of wind conducting. This program supports and reflects the National Standards for Arts Education and the New York State Learning Standards for the Arts.

**ADMISSION REQUIREMENTS**

Applications for admission to a Master of Arts (M.A.) program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the M.A. program.
2. New York State Initial Certification in Adolescence Education, valid for teaching music in grades preK-12. (Applicants who have Provisional Certification rather than Initial Certification should see the appropriate graduate director for program alternatives.)
3. A minimum grade point average (GPA) of 2.75 in each of two categories:
  - a. overall undergraduate course work;
  - b. course work in the content area in which certification will be sought.
  - c. Students with GPAs between 2.5 and 2.75 may be accepted provisionally, subject to special conditions.
4. A written personal statement of professional intent and rationale.
5. Two letters of reference that address the applicant's potential to succeed in the teaching profession and in graduate course work.
6. A conducting audition and interview with the program coordinator.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Candidates may wish to apply even if they do not meet one of the criteria but feel that other aspects of their experience might compensate.

Matriculated students must complete a minimum of 24 s.h. of the M.A. program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. A maximum of 12 s.h. of graduate course work leading toward the M.A. degree may be completed prior to matriculation in the program.

### WIND CONDUCTING MAJOR REQUIREMENTS (33 S.H.)

The major in wind conducting consists of a minimum of 33 semester hours of course work, including each of the following:

#### Introductory courses: 6 s.h.

SED 207 The Dynamics of Curriculum Change, 3 s.h.

*Choose one course from: 3 s.h.*

SED 253 Teaching for Thinking, 3 s.h.

CT 219 Cognition & Instruction, 3 s.h.

#### Content/Pedagogy Linkage: 12 s.h.

SED 277A Curriculum Design & Instruction in Music (preK-12), 3 s.h.

257 Instrumental Conducting: Techniques & Methodology, 3 s.h.

258 Advanced Conducting & Rehearsal Techniques, 3 s.h.

259 Wind Literature & Rehearsal Techniques, 3 s.h. or equivalents

#### Music Requirements: 12 s.h. (with advisement)

MUS 251, 252 Advanced Special Subjects, 6 s.h.

201 Introduction to Graduate Study in Music, 3 s.h.

232 Advanced Analysis & Composition, 3 s.h. or equivalents

#### Capstone Activity: 3 s.h.

SED 300A Curriculum Project (part I), 1 s.h.

300B Curriculum Project (part II), 2 s.h.

### ADDITIONAL LABORATORY/PERFORMANCE REQUIREMENTS

- Students must arrange for the use of a laboratory ensemble for all three semesters of MUS 251-252. This may be fulfilled by using any elementary or secondary school ensemble.
- Students must arrange for, administer, plan, rehearse, and conduct a public performance no earlier than the last semester of study. The ensemble used may be any elementary or secondary school ensemble.
- All students must pass a comprehensive wind conducting jury prior to their public performance.

Students must maintain a cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must receive grades of B or higher in all required (non-elective) courses in the program.

### GRADUATION REQUIREMENTS

1. Completion of the 33 s.h. course requirement in the M.A. program with no fewer than 24 s.h. in residence;
2. a minimum grade point average of 3.0 in overall graduate course work and no grades below B in required (non-elective) courses;
3. satisfactory completion of a Departmental approved curriculum project;
4. satisfaction of Additional Laboratory/Performance Requirements (see above);
5. all course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

### TEACHER CERTIFICATION REQUIREMENTS

Upon the successful completion of a graduate teacher education program, students will be eligible to apply for the University's recommendation for New York State Professional Certification. See the Teacher Certification Office for application forms and related advisement.

**ADVANCED CERTIFICATE: MIDDLE SCHOOL EXTENSION (GRADES 5-6)**

*Assistant Professor Stacki, Graduate Program Director, (516) 463-5783, catsis@hofstra.edu*

This advanced certificate program for Middle Childhood education is designed for graduate students who have completed or are in the process of completing New York State Initial or Professional teacher certification in grades 7-12. This program extends the certification into grades 5-6.

**ADMISSION REQUIREMENTS**

Applicants must be in the process of completing or currently possess Initial or Professional Certification in adolescence education (grades 7-12). The program leads to an extension of certification into grades 5 and 6 for the subject area of the original certification. These areas include English, mathematics, social studies and science (biology, chemistry, earth science, or physics).

**Applicants must:**

Submit a completed application form obtained from the Office of Graduate Admissions; possess a cumulative grade point average of 3.0 or higher in all graduate course work; interview with the Middle Childhood Education Program Director.

Students who hold Provisional rather than Initial certification are required to demonstrate completion of 6 s.h. elective credit, of which 3 s.h. must be in the teaching of literature/language arts. Program Director must approve electives.

**PROGRAM REQUIREMENTS (6 s.h.)**

CT 221 Middle Childhood Philosophy & Teaching, 3 s.h.

*Select one course from the following, with advisement:*

CT 247A Middle Childhood Curriculum: 5-6, 3 s.h. or  
a methods course, 3 s.h., in the primary area of certification, specific to grades 5-6

**Recommendations:**

SED 276 United States History: A Middle School Approach, 3 s.h. (for majors in social studies education)

ELED 205 Language in the Curriculum (for grades 5-6) , 3 s.h. (for majors in English Education)

**GRADUATION REQUIREMENTS**

1. A minimum GPA of 3.0 in overall graduate work and no grades below B in required courses;
2. All course work taken in satisfaction of this certificate must have been taken within a five-year period.

**ADVANCED CERTIFICATE: TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)**

*Assistant Professor Gordon, Graduate Program Director, (516) 463-5170, cattzg@hofstra.edu*

Courses in this program lead toward New York State initial teacher certification for teaching English as a Second Language (preK-12). This program is intended for teachers who hold a Master's or higher degree in education as well as New York State certification in an area other than TESL. The program is designed to blend on-campus preparation with field experience in a variety of school settings, culminating in full-time practicum. Literacy education, multicultural education, meeting the needs of learners with exceptionalities and the use of technology are integrated throughout all aspects of the program. The program conforms with the National TESL Standards and the requirements of the National Board of Professional Teaching Standards.

### **ADMISSION CRITERIA FOR THE CERTIFICATE OF ADVANCED STUDY (C.A.S.) IN TESL**

Applications for admission to the C.A.S. TESL Program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Students who do not fully meet admission requirements may be required to complete prerequisite courses concurrently with completion of the Certification Program requirements. Admission is based on a comprehensive review of multiple criteria, including the following:

1. Possession of a Master's or higher degree in education.
2. New York State certification in an area other than TESL (provisional, permanent, initial or professional).
3. An overall GPA of 2.75 or higher in all course work.
4. Two letters of reference addressing the applicant's potential to succeed in the teaching profession and in the program course work.
5. Interview with the director of the TESL Program.
6. A written personal statement of professional intent or rationale.
7. 12 semester hours of foreign language study or demonstrated proficiency in a second language.
8. Students who hold provisional or permanent certification must also complete General Education and Content core prerequisites (see page 189).

The department understands that any single criterion may not reliably predict a student's potential for success in the program. Candidates may wish to apply even if they do not meet one of the criteria but feel that other aspects of their experience might compensate.

### **GENERAL EDUCATION CORE/CONTENT PREREQUISITES**

Students must satisfy a specified set of General Education Core/Content prerequisites. These include course work in each of the following areas:

1. Artistic Expression
2. Communication
3. Information Retrieval
4. Historical and Social Science Concepts
5. Philosophy
6. Humanities
7. Language Other Than English (12 s.h. or demonstrated proficiency)
8. Scientific Processes
9. Mathematical Processes
10. Literature, Written Analysis, and Expression (6 s.h.)
11. Cross-cultural Appreciation

Typically, students satisfy these requirements while completing their undergraduate degree programs. However, if one or more of these requirements have not been met, they must be completed prior to conferral of the M.S. in Education degree.

### **PROGRAM REQUIREMENTS (15 s.h.)**

#### **Area One: Linguistic Component: 3 s.h.**

CT	226	Linguistics for Teachers of English Language Learners, 3 s.h. or
LYST	208	Language & Literacy in Urban Setting (with advisement), 3 s.h.

#### **Area Two: Society and Culture: 3 s.h.**

*Choose one course from the following: 3 s.h.*

SPAN	218	Peoples & Cultures of Latin America, 3 s.h.
ANTH	200	Fundamentals of Anthropology, 3 s.h.
FDED	221	Celebrating Humanity, 3 s.h.



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**242 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)**

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232	Cross-Cultural Education: Comparative Perspectives, 3 s.h.
242	Foundational Perspectives in Multicultural Education, 3 s.h.
247	The Family as Educator: Multicultural Dimensions, 3 s.h.
248	Multicultural Education in the Metropolitan Area, 3 s.h.

**Area Three: Methodological Component: 6 s.h.**

ELED	225*	Teaching English as a Second Language, 3 s.h.
SED	267*	Teaching English to Adolescent & Adult Speakers of Other Languages, 3 s.h.

**Area Four: Practicum: 3 s.h.**

CT	268	Practicum: Teachers of Non-English Speaking Students, 3 s.h.
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\*Course requires participation/observation in designated schools.

Students must maintain a cumulative grade point average of 3.0 while in the program. Grades of D or lower will not be counted toward the graduate degree but will be included in determining the grade point average. Students must earn a B or higher in all courses in the program.

**FIELD EXPERIENCES PRIOR TO STUDENT TEACHING**

Participation/observation field experiences in designated schools are required in each of the following courses:

ELED	225	25 hours in settings with English Language Learners with special needs (grades K-6)
SED	267	25 hours in settings with English Language Learners in high-needs schools (grades 7-12)

A minimum of 50 clock hours of participation/observation is required prior to practicum. At least one field placement must be in a district identified as high needs by New York State Education Department. All field experiences are incorporated into the course curricula. Placements are arranged by the Office of Field Placement. Department policy is to place prospective teachers in districts other than those in which they reside or in schools that they attended.

**PRACTICUM**

The Practicum (CT 268) involves 20 days of college-supervised teaching practiced by teacher candidates in the elementary and secondary level ESL classrooms. Students will qualify for admission to practicum after they have satisfied the following requirements: 1) completion of CT 226 or LYST 208; ELED 225; SED 267, with a B or higher grade, and 2) a grade point average of 3.0 or higher in overall course work. Applications are obtainable from The Office of Field Placement. Applications are due on October 1 for the succeeding spring semester and March 1 for the succeeding fall semester.

**GRADUATION REQUIREMENTS**

1. Satisfaction of all outstanding General Education Core and Content Prerequisites by those students who hold provisional or permanent certification;
2. completion of all course work for the Certification Program with an overall GPA of 3.0; no grades below B in required courses;
3. completion of the 15 s.h. course requirements in the Certification Program with no fewer than 9 s.h. in residence;
4. completion of a portfolio illustrating the student's educational and professional accomplishments;
5. all course work taken in satisfaction of the degree requirements must have been completed within a 3-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Initial Certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Language Proficiency Assessment in English – oral (LPA in English) and the Content Specialty Test in ESOL (CST in ESOL). Students not receiving passing scores on both examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Language Proficiency Assessment (LPA) in English prior to the practicum and the Content Specialty Test (CST) in ESOL during the practicum. Both examinations should be completed prior to graduation.

### **ADVANCED CERTIFICATE: BILINGUAL EXTENSION**

*Assistant Professor Gordon, Graduate Program Director, (516) 463-5170, cattzg@hofstra.edu*

Courses in this program lead toward New York State teaching certificate extension in bilingual education. The program is intended for teachers who hold New York State certification for teaching early childhood education, childhood education, middle childhood education, adolescence education, a special subject, literacy education, career and technical education, or students with disabilities who wish to earn certification extension in bilingual education. The program is designed to blend on-campus preparation with field experiences in the school settings specific to the focus of the student's base teaching certificate. Literacy education, multicultural education, and the use of technology are integrated throughout all aspects of the program. The program conforms with the requirements of the National Board of Professional Teaching Standards and is registered with the New York State Education Department.

### **ADMISSION CRITERIA FOR THE BILINGUAL CERTIFICATE PROGRAM**

Applications for admission to the Bilingual Certificate Program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Students who do not fully meet admission requirements may be required to complete prerequisite courses concurrently with the completion of the Certificate Program requirements. Admission is based on a comprehensive review of multiple criteria, including the following:

1. Possession of a master's or higher degree in education;
2. New York State Certificate (initial or professional) for teaching early childhood education, childhood education, middle childhood education, adolescence education, a special subject, literacy education, career and technical education, or students with disabilities in early childhood, or childhood, or middle childhood, or adolescence;
3. Two letters of reference addressing the applicant's potential to succeed in the teaching profession and in the Bilingual Certificate Program course work;
4. Interview with the Director of the Program;
5. Demonstration of proficiency in English and the other language or an examination satisfactory to the department and consistent with the New York State Certification Guidelines. Students who fail to achieve a satisfactory score on the language proficiency examination are retested after the remediation and are required to achieve a satisfactory score prior to completion of the program.

The Department understands that any single criterion may not reliably predict a student's potential for success in the program. Candidates may wish to apply even if they do not meet one of the criteria but feel that other aspects of their experience might compensate.

### **COURSE WORK REQUIREMENTS FOR THE BILINGUAL CERTIFICATE PROGRAM (15 s.h.)**

CT 260\* Foundations, Theory & Practice of Bilingual, Bicultural Education, 3 s.h.

*Select one course from the following: 3 s.h.*

FDED 232 Cross-Cultural Education: Comparative Perspectives, 3 s.h. or

242 Foundational Perspectives in Multicultural Education, 3 s.h. or

248 Multicultural Education in the Metropolitan Area, 3 s.h.

*Select one course from the following: 3 s.h.*

CT 226 Linguistics for Teachers of English Language Learners, 3 s.h. or

LYST 208 Language & Literacy in Urban Settings, 3 s.h. or

SPCH 209\*\* Developmental Psycholinguistics, 3 s.h.

LYST 213\* Introduction to Bilingual & Bilingual Instruction for Children & Adolescents, 3 s.h.

CT 265\* Methods & Materials in Bicultural Education, 3 s.h.

**FIELD EXPERIENCES\***

*Field experiences in designated schools are required in each of the following courses:*

CT	260	10 clock hours
LYST	213	10 clock hours
CT	265	30 clock hours

\*A minimum of 50 clock hours of college supervised field experience is required in this cognate area. Students are placed in the settings specific to the foci of their base teaching certificates. All field experiences are incorporated into the course curricula. Placements are arranged by the Office of Field Placement. Department policy is to place prospective teachers in districts other than those in which they currently reside or in schools that they attended.

\*\*Literacy students take CT 226 or LYST 208.

**GRADUATION REQUIREMENTS**

1. Completion of all course work for the Bilingual Certificate Program with an overall GPA of 3.0;
2. no grades below B in required courses;
3. completion of the 15 s.h. course work requirements with no fewer than 12 s.h. in residence;
4. completion of a portfolio illustrating the student's education course work and professional accomplishments;
5. all course work taken in satisfaction of the certificate requirements must have been completed within a 3-year period.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of Bilingual Certificate Program, students will be eligible to apply for the University's recommendation for New York State certification extension. To be eligible for the certification extension, students are required to have passing scores on the following New York State Teacher Certification Examinations (NYSTCE): the Language Proficiency Assessment in English- oral (LPA in English), and the Target Language (oral and written) examination. Students not receiving passing scores on both examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

The Language Proficiency Assessment (LPA) in English- oral (LPA in English) and the Target Language (oral and written) examination should be completed prior to graduation. Students not receiving passing scores on both examinations will not be eligible for certification.

**INTENSIVE NON-DEGREE CERTIFICATION PROGRAM: FINE ARTS OR MUSIC EDUCATION**

This program is for those who already possess a graduate degree with a major in either fine arts or music and who are eligible for the New York State Transitional C Certification. The program leads to Professional Certification in the teaching of either visual arts or music (grades PreK-12).

**ADMISSION CRITERIA**

Applications for admission to the Intensive Non-Degree Certification Program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form for the Intensive Non-Degree Certification Program.
2. Evidence documenting that the applicant meets the requirements for the New York State's Transitional C Certificate.
3. A written agreement with a school district for a teaching position for three years, two of which will be mentored by a support team including:
  - a. a college faculty member of the program,
  - b. the school principal or designee,

- c. an experienced New York State certified teacher, and
- d. a school curriculum supervisor or specialist. The agreement shall specify that daily mentoring shall be provided by the experienced certified teacher during at least the first 20 days of the applicant's teaching.
- 4. A written personal statement of professional intent and rationale.
- 5. Two letters of reference that address the applicant's potential to succeed in the teaching profession.
- 6. A graduate degree with a major (or equivalent) in the content area of the certificate. Candidates not meeting the content area requirement must have the deficiency completed before granting of the certificate.

### PROGRAM REQUIREMENTS

The program consists of three major components:

- 1. content area requirements
- 2. 20 s.h. of professional education course work
- 3. mentored teaching and seminars.

### CONTENT REQUIREMENTS

Students should possess a graduate degree with a major (or equivalent) in the content area of the certificate. Students who do not hold a major in the content area of the certificate must be able to demonstrate completion of at least 36 s.h. of appropriate content, distributed over specific categories. Those students should consult their program director for specific course requirements within the content area of the certificate.

### PROFESSIONAL EDUCATION REQUIREMENTS (20 s.h.)

**Students must complete each of the following courses:**

- |   |     |   |
|---|-----|---|
| SED   | 205 | Perspectives on Education Practice, 3 s.h.                |
| CT  | 229 | Development & Learning in Childhood & Adolescence, 3 s.h. |
| <i>Choose one special education course from: 3 s.h.</i> |     |   |
| SPED  | 201 | The Exceptional Child, 3 s.h.                             |
|   | 264 | Inclusion in Today's Schools, 3 s.h.                      |
| LYST  | 202 | Literacy for Special Subject Teachers, 1 s.h.             |

**Special methods and curriculum courses: 6 s.h**

*For certification in the Visual Arts only:*

- |    |      |   |
|----|------|---|
| CT | 298A | Curriculum & Instruction in Art: Elementary, 3 s.h. |
|    | 298B | Curriculum & Instruction in Art: Secondary, 3 s.h.  |

*For certification in Music only:*

- |    |      |  |
|----|------|--|
| CT | 299A | Developing Creative Music Strategies, 3 s.h. |
|    | 299B | Perspectives on Instrumental Music, 3 s.h.   |

**Competency in Information Retrieval: 0 s.h.**

Required passing score on the University's Examination on Information Retrieval (EIR) (University Technology Seminars available at no cost)

**The following courses must be completed in sequence over a two-year period:**

- |    |      |                                    |
|----|------|------------------------------------|
| CT | 270A | Mentored Teaching (fall), 1 s.h.   |
|    | 270B | Mentored Teaching (spring), 1 s.h. |
|    | 270C | Mentored Teaching (fall), 1 s.h.   |
|    | 270D | Mentored Teaching (spring), 1 s.h. |

The candidate must present evidence of holding the Transitional C Certificate prior to the commencement of mentored teaching.

No more than 3 s.h. may be transferred into the program or excepted through testing or portfolio review. Courses transferred into the program must be graduate courses (excluding CT 270A, B, C, D), no more than five years old from the date of the awarding of the degree received. Student must have received grades of B or higher in the course. Such course must also be deemed equivalent to program courses by the appropriate academic adviser and Department Chairperson.

### **GRADUATION REQUIREMENTS**

1. Successful completion of the 20 s.h. program requirement with a minimum grade of B in each course;
2. completion of the Child Abuse, Violence Prevention, Substance Abuse and other related seminars;
3. all course work taken in satisfaction of program requirements must have been completed within a 3-year period.

### **CRITERIA FOR THE NEW YORK STATE TRANSITIONAL C CERTIFICATE**

The New York State Department of Education awards the Transitional C Certificate to those individuals who meet the following criteria:

1. Possession of a graduate degree with a major (or equivalent) in the content area in which certification will be sought.
2. A cumulative grade point average of 3.0 or higher in graduate course work.
3. A written agreement with a school district for a teaching position for three years, two of which will be mentored by a support team including:
  - a. a college faculty member of the program,
  - b. the school principal or designee,
  - c. an experienced New York State certified teacher, and
  - d. a school curriculum supervisor or specialist. The agreement shall specify that daily mentoring shall be provided by the experienced certified teacher during at least the first 20 days of the applicant's teaching.
4. Passing scores on the following two New York State Teacher Certification Examinations: the Liberal Arts and Sciences Test (LAST) and the Content Specialty Test (CST in the content area of the certificate).
5. Completion of the Child Abuse and Violence Prevention seminars, Substance Abuse and other related seminars.

### **TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of the Intensive Non-Degree Certification Program and after teaching three years in an approved school, students will be eligible to apply for the University's recommendation for New York State certification. For Professional Certification, students are also required to have passing scores on all of the New York State Teacher Certification Examinations (NYSTCE).

### **INTENSIVE NON-DEGREE CERTIFICATION PROGRAM: SECONDARY EDUCATION**

This program is for those who already possess a graduate degree with a major in a content area taught in secondary schools and who are eligible for the New York State Transitional C Certificate. The program leads to Professional Certification in Adolescence Education (grades 7-12), valid for teaching English, languages other than English, biology, chemistry, earth science, physics, mathematics, social studies, or business.

### **ADMISSION CRITERIA**

Applications for admission to the Intensive Non-Degree Certification Program in the Department of Curriculum and Teaching are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the Intensive Non-Degree Certification Program.
2. Evidence documenting that the applicant meets the requirement for the New York State's Transitional C Certificate.
3. A written agreement with a school district for a teaching position for three years, two of which will be mentored by a support team including:
  - a. a college faculty member of the program,

- b. the school principal or designee,
- c. an experienced New York State certified teacher, and
- d. a school curriculum supervisor or specialist. The agreement shall specify that daily mentoring shall be provided by the experienced certified teacher during at least the first 20 days of the applicant's teaching.
- 4. A written personal statement of professional intent and rationale.
- 5. Two letters of reference that address the applicant's potential to succeed in the teaching profession.
- 6. A graduate degree with a major (or equivalent) in the content area of the certificate.

### PROGRAM REQUIREMENTS

The program consists of three major components:

- 1. content requirements
- 2. 19 s.h. of professional education course work
- 3. mentored teaching and seminars.

### CONTENT REQUIREMENTS

Students should possess a graduate degree with a major (or equivalent) in the content area of the certificate. Students who do not hold a major in the content area of the certificate must be able to demonstrate completion of at least 36 s.h. of appropriate content, distributed over specific categories. Those students should consult their program coordinators for specific course requirements within the content area of the certificate.

### PROFESSIONAL EDUCATION REQUIREMENTS (19 s.h.)

**Students must complete each of the following courses:**

- |     |     |  |
|-----|-----|--|
| SED | 205 | Perspectives on Education Practice, 3 s.h. |
|     | 213 | Adolescent Development, 3 s.h.             |

**Choose one special education course from: 3 s.h.**

- |      |     |                                      |
|------|-----|--------------------------------------|
| SPED | 201 | The Exceptional Child, 3 s.h.        |
|      | 264 | Inclusion in Today's Schools, 3 s.h. |

**Choose one literacy course from: 3 s.h.**

- |      |      |  |
|------|------|--|
| LYST | 209  | Language, Culture & Identity: Literacy Issues for Adolescents & Young Adults, 3 s.h. |
|      | 215A | Language & Literacy in Middle Childhood & Adolescence, 3 s.h.                        |
|      | 217A | Reading & Writing With Adolescents, 3 s.h.   |

**Choose one special methods or curriculum course in the related content area of certification from: 3 s.h.**

- |     |     |        |
|-----|-----|--------|
| SED | 290 | Series |
|     | 230 | Series |

**Competency in Information Retrieval: 0 s.h.**

Required passing score on the University's Examination on Information Retrieval (EIR) (University Technology Seminars available at no cost)

**The following courses must be completed in sequence over a two-year period:**

- |     |      |                                    |
|-----|------|------------------------------------|
| SED | 260A | Mentored Teaching (fall), 1 s.h.   |
|     | 260B | Mentored Teaching (spring), 1 s.h. |
|     | 260C | Mentored Teaching (fall), 1 s.h.   |
|     | 260D | Mentored Teaching (spring), 1 s.h. |

The student must present evidence of holding the Transitional C Certificate prior to the commencement of mentored teaching.

No more than 3 s.h. may be transferred into the program or exempted through testing or portfolio review. Courses transferred into the program must be graduate courses (excluding SED 260A, B, C, D), no more than five years old from the date of the awarding of the degree received. Student must have received grades of B or higher in the course. Such course must be deemed equivalent to program courses by the appropriate academic adviser and Department Chairperson.

**GRADUATION REQUIREMENTS**

1. Successful completion of the 19 s.h. program requirement with a minimum grade of B in each course;
2. completion of the Child Abuse, Violence Prevention, Substance Abuse and other related seminars;
3. all course work taken in satisfaction of program requirements must have been completed within a 3-year period.

**CRITERIA FOR THE NEW YORK STATE TRANSITIONAL C CERTIFICATE**

The New York State Department of Education awards the Transitional C Certificate to those individuals who meet the following criteria:

1. Possession of a graduate degree with a major (or equivalent) in the content area in which certification will be sought.
2. A cumulative grade point average of 3.0 or higher in graduate course work.
3. A written agreement with a school district for a teaching position for three years, two of which will be mentored by a support team including:
  - a. a college faculty member of the program;
  - b. the school principal or designee;
  - c. an experienced New York State certified teacher, and
  - d. a school curriculum supervisor or specialist. The agreement shall specify that daily mentoring shall be provided by the experienced certified teacher during at least the first 20 days of the applicant's teaching.
4. Passing scores on the following two New York State Teacher Certification Examinations: the Liberal Arts and Sciences Test (LAST) and the Content Specialty Test (CST in the content area of the certificate).
5. Completion of the Child Abuse and Violence Prevention Seminars.

**TEACHER CERTIFICATION REQUIREMENTS**

Upon the successful completion of the Intensive Non-Degree Certification Program and after teaching three years in an approved school, students will be eligible to apply for the University's recommendation for New York State certification. For Professional Certification, students are also required to have passing scores on all New York State Teacher Certification Examinations (NYSTCE).

**(SED) COURSES**

**SED 200** Fall, Spring, Summer 1 s.h.  
***Information Technology for Teachers***

This course introduces prospective teachers to the applications of information technology in school settings. Focuses on methods for facilitating student learning, communications, problem solving, research, and information retrieval via computer technologies. Hands-on experiences with computer hardware, software, and electronic imaging technologies are provided. Prospective teachers begin the design and initial development of their professional electronic portfolios which continue to evolve throughout their M.S. in Education program.

**SED 200M** Annually 1 s.h.  
***Integrating Technology in Music Education***

Development of basic music computer skills and professional portfolio. Will include: sequencer software and its application to creative student assignments, the operation and educational application of one-piece music workstations, fundamentals of computer-assisted compositions and music printing techniques, fundamentals of synthesizer programming, and identification of available WEB resources for music and music education. Emphasis is placed on the compatibility and efficiency of various devices and basic lab set-ups, the use and evaluation of software and teaching aids, and the application of this knowledge to teaching at different age levels. Both Apple Macintosh and IBM computer formats are addressed. Final projects require students to demonstrate their understanding of course content through the development of a personal portfolio. There is a material fee of \$10.

**SED 201** Fall, Spring 3 s.h.  
***Reflective Practice and Classroom Analysis***

The implications of reflective practice and classroom analysis for understanding teaching practice and pedagogical approaches, promoting literacy in content areas, and addressing the needs of diverse learners. Student teachers explore ways to analyze their work as teachers including formal analytical techniques, team-building dialogues, journaling portfolio, e-mail networking, and audio and video analysis. Integrates topics from prior education classes including educational technology, special education and literacy. Creation of an electronic portfolio as a culminating activity in the secondary program is required. Must be taken concurrently with SED 217 or 218. (Formerly Classroom Analysis.)

**SED 205** Fall, Spring, Summer 3 s.h.  
***Perspectives on Educational Practice***

This is the introductory course to the M.S. in Education programs in secondary education and special subjects. It emphasizes the connections and interdependence of teaching practice with social, cultural, philosophical and historical influence. The course examines the impact of school organization, politics, and school laws on teachers and teaching practice. Topics include multicultural, inclusion, gender and literacy issues; funding, school choice, charter schools, the middle school philosophy; and the development of curriculum and pedagogies appropriate for inner-city, suburban, private and public schools. (Formerly Perspectives on Secondary Education.)

**SED 207** Periodically 3 s.h.  
***The Dynamics of Curriculum Change***

Same as ELED 207.

*Prerequisites: provisional certification in secondary education.*

**SED 208** Fall, Spring, Summer 3 s.h.  
***Multicultural Curriculum and Teaching***

Course provides education students with an introduction to multiple multicultural education curriculum approaches, situating multicultural curriculum and teaching within a broader discussion of educational philosophy, current debates on learning and standards, evolving technological and non-technological resources, and the curriculum implications of the diverse nature of the population of the United States.

*Prerequisites or corequisites for M.S. in Ed. students: SED 205, 213, 264. M.A. students should consult with their advisers. Same as CT 208.*

**SED 209** Periodically 3 s.h.  
***Professional Studies for Teachers in the Secondary Schools***

Designed to supplement the knowledge and skills preservice teachers receive in their courses. Some of the curriculum is designed to meet the individual professional problems of the student teacher. The remainder of the course treats contemporary problems such as problems in teaching mainstreamed youngsters in a regular class. Persistent problems of the profession that are learned better in the field are included: for example, the teacher in the sociocultural environment of the school, and the teacher and professional associations.

*Corequisite: SED 217.*



- SED 213                      Fall, Spring, Summer                      3 s.h.  
**Adolescent Development and Learning**  
 Theory and research in adolescent development with emphasis on physical, cognitive, affective, and social changes that influence adolescents' experiences and achievement in school. Extensive application of this work to curriculum, instruction and assessment in secondary schools. Intended primarily for students seeking initial certification in secondary education. Requires 20 hours of classroom observations and participation in secondary schools. (Formerly Adolescent Development and Secondary Education.)
- SED 217                      Fall, Spring                      6 s.h.  
**Student Teaching**  
 Full-time student teaching in cooperating schools with direction and supervision from University supervisors. Students have two placements during the semester: one on the middle school/junior high school level (7-9) and one on the senior high school level (10-12). During the student teaching experience, prospective teachers gradually assume greater responsibility for organizing the teaching classes. Attendance at weekly seminars is required. These seminars are designed to help locate, analyze and solve immediate problems in student teaching experience and to address issues of inclusion and diversity in the classroom. Student teachers review standards, teaching methods, curricula, technology and assessment in their subject area, and reflect on their classroom experiences. In addition, special State-mandated seminars address issues of child abuse and abduction, substance abuse, violence prevention, and safety education. Application must be submitted to the Office of Field Placement prior to October 1 for the spring semester and March 1 for the fall semester. Pass/Fail grade only.  
*Prerequisites:* SED 205, 264, 213; LYST 209, 215, or 217A; SPED 201 or 264; and special methods course(s). *Corequisite:* SED 201.
- SED 218                      Fall, Spring                      6 s.h.  
**Supervised Teaching**  
 Directed teaching service in the junior and/or senior high school for graduate students in the preservice program who have not student taught and who are currently teaching in a registered secondary school in New York State. The student must obtain permission from the employing school for the supervisory observations by the University staff. Attendance at weekly seminars is required. These seminars are designed to help locate, analyze and solve immediate problems in the student teaching experience and to address issues of inclusion and diversity in the classroom. Student teachers review standards, teaching methods, curricula, technology and assessment in their subject area, and reflect on their classroom experiences. In addition, special State-mandated seminars address issues of child abuse and abduction, substance abuse, violence prevention, fire and arson prevention, and safety education. Application must be submitted to the Office of Field Placement prior to October 1 for the spring semester and March 1 for the fall semester. Pass/Fail grade only.  
*Prerequisites:* SED 205, 264, 213; LYST 209, 215, or 217A; SPED 201 or 264; and special methods course(s). *Corequisite:* SED 201. (Formerly Supervised Field Experience and Seminar for Beginning Teachers.)
- SED 220                      Periodically                      3 s.h.  
**The Evolution of the Secondary School Program**  
 Emphasis on the history of secondary curriculum as it applies to the various specific subject areas. Not intended for students in the M.A. program with a major in education.
- SED 221                      Periodically                      3 s.h.  
**Middle Level Curriculum**  
 An examination of the junior high and middle schools in the life and education of pre- and early adolescents. A study of the origins, rationales, functions, curricular, and instruction practices and issues. Applications will be made to educational problems at this level.  
*Prerequisites for M.S. in Ed. Students:* SED 264, 205, 213. *Same as* CT 221. (Formerly Early Secondary Education: The Junior High and Middle Schools.)
- SED 223                      Fall, Spring                      9 s.h.  
**Supervised Teaching with Normal, Physically Handicapped, Learning Disabled and Emotionally Disturbed Students**  
 For matriculated graduate students seeking teacher certification with an extension to include teaching students with physical handicaps, learning disabilities and/or emotional disturbance. Students are periodically visited in a regular junior and/or senior high school and in a special education setting. Weekly seminars are devoted to analysis of teacher's activities, experiences and case studies. Evaluation of teaching effectiveness will be examined.  
*Prerequisites:* SPED 245 in the area of the physically handicapped and learning disabled; in the area of the emotionally disturbed, SPED 242 and 245. SED 264, 205, 213 and appropriate methods course(s); a cumulative grade point average of 2.85 or better in field in which certification is sought. Admission by application and permission. *Same as* SPED 223A-223B.
- SED 225                      Once a year                      3 s.h.  
**Teaching English to Speakers of Other Languages**  
 An examination of theories, methods and materials used in schools in the United States. Students will be expected to do a research paper or to develop a project to include a theoretical base and a strategy of teaching. 226A, 226B, and 227B: for courses, see Curriculum and Instruction Specializations below.
- See Specializations: (SED 226A, 226B, 227B) (3 s.h. each)**
- SED 226A      **Curriculum and Instruction in Art for Elementary Schools**
- SED 226B      **Curriculum and Instruction in Art for Secondary Schools**
- SED 227B      **Curriculum and Instruction in Music for Secondary Schools**  
 Advanced courses for experienced teachers concerned with the critical examination of projected or recently introduced programs in the subject field, the implications for teaching the subject of recent developments in curricular theory, and the application of curricular theory to developing supplemental curricular materials and approach. Designed for M.A. candidates and those possess-

ing provisional secondary level certification.

SED 227A Fall 3 s.h.

***Curriculum Design and Instruction in Music (PreK-12)***

Examines prevailing concepts of curriculum design and the assumptions underlying these different orientations with respect to curriculum purpose, method, organization, and evaluation. Focuses on the development and assessment of creative music strategies through active participation. Students are engaged in musical improvisation, composition, performance and listening as well as in the development of authentic assessment strategies for use with students in their classrooms. The curriculum will integrate and make connections to language arts, science, social studies, geography and other academic subjects. There is a \$10 materials fee. (Formerly Curriculum and Instruction in Music for Elementary Schools.)

SED 229 Periodically 3 s.h.

***Individualizing Instruction***

Students create individualized program in their own and related certification areas, developing alternative modes of (1) organizing curriculum, (2) teaching, and (3) evaluation. Emphasis is placed on matching educational programs to students' learning styles and on effective methods of implementation within local settings. Prerequisite for M.S. in Educational candidates: preservice course up to but not necessarily including student teaching.

SED 231 Periodically 3 s.h.

***Interdisciplinary Approaches to Curriculum and Instruction***

An advanced course designed to investigate and develop a variety of rationales, methods and materials for interrelating subject areas in the secondary school program.

*Prerequisites:* M.A. matriculation or provisional secondary certification.

SED 232 Spring 3 s.h.

***Curriculum and Instruction in English***

Critical examination and development of standards-based Language Arts and English curriculum and review of recent developments in language, literature and curricular theory with implication for classroom teachers.

SED 233 Spring 3 s.h.

***Curriculum and Instruction in Foreign Languages***

This is an advanced course concerned with the critical examination of recent trends in curriculum development and instruction in languages other than English. A primary focus is on the implications for classroom practice.

SED 234 Spring 3 s.h.

***Curriculum and Instruction in Mathematics***

This is the second of a two-course sequence (with SED 292) designed to focus on curriculum and instructional models for teaching mathematics through inquiry, problem-solving, and interdisciplinary methodologies. Mathematics curricula (7-12), curriculum standards, learning environments, alternative assessments, instructional planning, and literacy skills specific to the mathematics curriculum are considered. Common themes in mathematics, science, and technology are discussed. Incorporating information technology and other technologies into the secondary mathematics curriculum is a primary consideration. The goal is for teachers to be able to create learning environments that will help all students know and appreciate mathematics as a tool for problem solving and for gaining a better understanding of their world.

SED 235 Spring 3 s.h.

***Curriculum and Instruction in Science***

This course examines science curricula (grades 7-12) and strategies for promoting conceptual development, inquiry learning, technology, and social justice for all students. Exploration of the complex nature of the physical and natural worlds, applications of technology, learning standards, and the development of literacy skills specific to the science curriculum are considered. Thematic, interdisciplinary, inquiry-based activities and projects serve to link teaching practice with the New York State Learning Standards for Mathematics, Science, and Technology.

SED 236 3 s.h.

***Curriculum and Instruction in Social Studies***

Advanced course for experienced social studies teachers concerned with the critical examination and development of standards-based social studies curriculum and assessment, recent developments in social studies and curricular theory, and implications for classroom teachers. Required for social studies students in the Master of Arts program. An elective, with advisement, for social studies students in the Master of Science in Education program.

SED 238 Spring 3 s.h.

***Curriculum and Instruction in Business and Information Systems***

Students examine curriculum processes and develop their own curriculum for business/information systems appropriate for diverse learners in grades 7-12. Consideration is given to local, national, and global business environments and the multimedia communication skills necessary. Focuses on interrelations among business economies; language, literacy, and effective communication; information technology; law and society.

*Prerequisite:* SED 296. (Formerly Curriculum and Instruction in Business.)

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**252 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)**

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SED 240	Once a year	3 s.h.	<b>Current Trends in Secondary Education</b> An advanced course designed to investigate in-depth current ideas and practices relating to curriculum and instruction. Students and instructor will cooperatively identify a number of specific areas of investigation which will become the focus of the course. <i>Prerequisites:</i> M.S. in Ed., SED 205, 213, 264.	SED 254	Periodically	3 s.h.	<b>Moral Education and Values Clarification</b> A practical course in which participants construct programs for classroom, become acquainted with a variety of extant-tested curriculum materials and learn to construct new materials.
SED 241	Periodically	3 h.	<b>Patterns of Curriculum</b> A study of contrasting conceptions of curricular structures, theories, principles of curricular design and processes of curricular evaluation. Recurring problematic themes and issues in general curriculum as a field of educational thought and practice. Designed for both nonsecondary and secondary teachers, master's and post-master's educational specialists.	SED 255	Once a year	3 s.h.	<b>Experiences in Urban Secondary Education</b> This is an observation, participation, and teaching project. A team of secondary education students and a Hofstra University faculty member work in an urban multiethnic, interracial urban school setting. Students examine issues in urban education and the rewards, possibilities and problems of working in an urban school. <i>Prerequisites for M.S. candidates:</i> SED 205, 264 and 213. <i>It is recommended that this course be taken prior to student teaching. M.A. students may take this course with advisement.</i>
SED 242	Fall, Spring, Summer	3 s.h.	<b>Global History in the Curriculum</b> Examination of global history curricula in New York State including content knowledge, conceptual understandings, and strategies for promoting the acquisition of academic, technological and social skills and enhanced literacy in inclusive classrooms. Exploration of the complex multicultural global nature of human experience using a thematic, interdisciplinary, inquiry-based activity and project approach that integrates New York State's and national world history, geography, anthropology, government and citizenship, sociology and economic standards. (Formerly Global Studies in the Curriculum.)	SED 256	Summer	3 s.h.	<b>The Newspaper as a Teaching Tool</b> This course introduces students to the newspaper as an educational tool for children of all grade levels, K-12, and in every subject area. The newspapers on Long Island and the Metropolitan area contribute editors, Newspaper in Education coordinators, and NIE managers as speakers in the workshop. Students tour Newsday and see the newspaper in production. The history and background of Newspapers in Education are presented. Students receive a comprehensive overview of NIE and practical means to implement it in their classrooms. Curriculum materials and teaching strategies relating to the newspaper are employed.
SED 249	Periodically	3 s.h.	<b>Career Education Workshop</b> Same as FDED 249.	SED 257	Summer	3 s.h.	<b>Instrumental Conducting: Techniques and Methodology</b> This course offers an opportunity for those trained in any conducting method to explore basic and advanced conducting techniques through group and individual training and technical exercises using the "Proactive Conducting Method." This method is designed to provide greater control while achieving extremely musical results.
SED 251, 252	Fall, Spring, Summer	1-4 s.h. each	<b>Special Readings Seminar</b> Investigations and reports on advanced educational topics adapted to the program of the student. <i>Prerequisite:</i> permission of instructor.	SED 258	Summer	3 s.h.	<b>Advanced Conducting and Rehearsal Techniques</b> This course offers an opportunity to explore, through class study and the use of a laboratory wind ensemble, advanced conducting techniques, gestures, nuances, score study and rehearsal techniques toward the goal of emulating sound in motion. Each day, every participant conducts a college-level wind band which serves as the laboratory ensemble for the course.
SED 253	Periodically	3 s.h.	<b>Teaching for Thinking</b> A course in the design of vehicles for curriculum and assessment that emphasize and develop students' thinking processes. Theory, research, and practice are examined on topics including constructivism, critical-inquiry, project-based learning, and reflective self-assessment. (Formerly Teaching for Thinking in Secondary School Subjects.) Same as CT 253.				

SED 259 Summer 3 s.h.

**Wind Literature and Rehearsal Techniques**

Details in the study of wind composers and their works of various levels and styles, and how to study and research information about a work. Other topics include rehearsal techniques, score study, the teaching of ensemble performance skills, repertoire lists, and the critical evaluation of ensemble performance.

SED 260A, B, C, D Fall, Spring 1 s.h. each

**Mentored Teaching**

Clinical supervision of the full-time working teacher currently holding the Transitional C Certificate. Open only to students in the Intensive Non-Degree Certification Program in secondary education. Admission by application and interview. Pass/Fail grade only.

SED 264 Fall, Spring 3 s.h.

**The Teacher in the School Setting**

An analysis and synthesis of the multidimensional role of the secondary school teacher. Focus on analysis, reflection and decision making as related to the teacher's role. Topics include creating favorable learning environments, planning at various levels, selecting and employing various teaching and learning methods, working effectively with students from diverse populations, and evaluation. Twenty hours of classroom observations and participation in a secondary school are required.

SED 267 Spring 3 s.h.

**Teaching English to Adolescent and Adult Speaker of Other Languages**

Theories and practices, methods and materials related to the teaching of English as a second language. Models, curricula and instructional strategies for integrating language and content in the second language classroom. Classroom observations are required.

SED 270 Periodically 3 s.h.

**Current Issues and Trends in English Education**

Designed to encourage dialogue, problem-posing and demonstration in the pedagogy of English education. Students are invited to bring practical, philosophical, political and theoretical concerns to this course. Each week, students are responsible for reading assignments, leading informal discussions about the reading and making brief presentations.

SED 270A, B, C, D Fall, Spring 1 s.h. each

**Mentored Teaching**

Clinical supervision of the full-time working teacher currently holding the Transitional C Certificate. Open only to students in the Intensive Non-Degree Certification Program in the Arts or Music. Admission by application and interview. Pass/Fail grade only.

SED 275 Periodically 3 s.h.

**The Cooperating Teacher in the Teacher-Training Program**

A course designed to increase the understanding and enhance the effectiveness of those serving or desiring to serve as cooperating teachers for secondary-level student teachers. Treats issues of cooperative development of student teacher talents and the role of the practitioner in the advancement of the teaching profession. Prerequisites: provisional certification in a secondary subject and two years teaching experience or permission of instructor.

SED 276 Once a year 3 s.h.

**Teaching United States History—A Projects Approach**

Course explores ways to motivate junior and senior high school students in United States History classes using cooperative learning and group "projects." Participants examine cooperative learning theory and practice, design cooperative group projects into 7th, 8th and 11th grade United States History curricula and the 12th grade Economics and participation in Government curricula. (Formerly Teaching American History—A Projects Approach.)

SED 280-289, A-Z Periodically 1-3 s.h. each

**Advanced Workshops**

Designed to meet the needs of individual or specific groups of student or faculties of individual schools who want help in the solution of curricula or other school problems.

*Prerequisite: permission of Secondary Education faculty. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.*

**Teaching Specialization Courses (3 s.h. each):**

Note: methods courses (290-298A, 299A) are usually offered only during the fall semester; 298B and 299B are offered in the spring. Students should check with their advisers in Secondary Education in order to plan their sequence of courses. Students enrolling in these courses are expected to set aside a three-hour block of time one day a week between the hours of 8 a.m. and 3 p.m. for observation and participation in selected public schools.

SED 297 ***Instructional Patterns for Art History and the Arts***

SED 298A ***Instructional Patterns for Art in Elementary Schools***

SED 298B ***Instructional Patterns for Art in Secondary Schools***

SED 299A ***Instructional Patterns for Vocal Music in Elementary and Secondary Schools (Formerly Instructional Patterns for Music in Elementary Schools.)***

SED 299B ***Instructional Patterns for Instrumental Music in Elementary and Secondary Schools (Formerly Instructional Patterns for Music in Secondary Schools.)***

Study of the specialized curricula, aims, teaching strategies, methods, materials, planning, classroom organizational strategies, classroom environment, and the monitoring and assessing of student learning in one's subject area. Emphasis on developing well informed, critical thinking, reflective, decision making professionals. The teaching of one's subject is studied within the context of working effectively with diverse students. Classroom observations and participation in a secondary school are required: times and sites will be arranged.

*Prerequisites:* SED 205, 213, 264, MUS 107 (299B), MUS 30 (299B). *Open only to M.S. in Ed. Students. Note: SED 298A and SED 298B each require a material fee of \$10.*

SED 290 ***Instructional Patterns for English*** 3 s.h.

Examination of Language Arts and English education including goals, state and national standards, scope and sequence in the New York State, middle school/secondary school curricula, teaching strategies and methods, especially promotion of student literacy and inclusive practices, classroom environments, problems and issues, and the assessment of teaching practice and student learning. This course should be taken after SED 264 and must be taken prior to student teaching. It includes 30 hours participation/observation in a secondary school classroom (grades 7-12).

SED 291 ***Instructional Patterns for Foreign Languages*** 3 s.h.

This course concerns the teaching and learning of languages other than English. Focuses on the study of instructional aims, methods, materials, planning classroom organizational strategies, classroom environment, and student assessment. Requires 30 hours of classroom participation/observation in a secondary school.

*Prerequisites:* SED 200, 205, 213, and 264.

SED 292 ***Instructional Patterns for Mathematics*** 3 s.h.

This course focuses on the study of instructional strategies, mathematics curricula (grades 7-12), materials/technology, planning, classroom organization, learning environment, and the assessment of student learning. Electronic technologies and multiple strategies for engaging students in the discovery and application of mathematical principles are explored. Modes of instruction for promoting reading, writing, and communication skills in mathematics are addressed. Thirty hours of classroom participation/observation are required in secondary schools. May not be taken on a Pass/Fail basis.

*Prerequisites:* SED 200, 205, 213, and 264.

SED 293 ***Instructional Patterns for Science*** 3 s.h.

Examination of science education including goals, State and national standards for the sciences, scope and sequence in the New York State middle school/secondary school science curricula, teaching strategies and methods, especially the promotion of reading, writing and literacy in the content area and inclusive practices, classroom environments, problems and issues, and the assessment of teaching practice and student learning. Classroom observations and participation in secondary schools are required, times and sites will be arranged.

*Prerequisites:* SED 205, 213, and 264.

SED 294 ***Instructional Patterns for Social Studies*** 3 s.h.

Examination of social studies education including goals, state and national standards for history and the social sciences, scope and sequence in the New York State middle school/secondary school social studies curricula, teaching strategies and methods, especially promotion of reading, writing and literacy in the content area and inclusive practices, classroom environments, problems and issues, and the assessment of teaching practice and student learning. This course should be taken after SED 264 and must be taken prior to student teaching. It includes 30 hours of participation/observation in a secondary school classroom (grades 7-12).

SED 296 ***Instructional Patterns for Business and Information Systems*** 3 s.h.

This course aids students in becoming successful teachers of business and information systems (grades 7-12). Topics include planning for differentiated instruction, teaching with various strategies and implementations, evaluating students through varied assessments, choosing effective instructional resources, and applying emerging technologies in the classroom. Communication, analysis, and transmission of business-related information in a variety of formats are emphasized. Thirty (30) clock hours of observation/participation in area schools is required. May not be taken on a Pass/Fail basis.

*Prerequisites:* SED 200, 213, 264.

SED 300 Fall, Spring 3 s.h.

**Departmental Seminar**

Serves an integrative and culminating function with respect to the student's studies and experiences in the School of Education and Allied Human Services. Emphasis is on themes which cut across traditional course and departmental lines; selected student papers and research may be compiled in yearbooks of secondary education. Pass/Fail grade only.

*Prerequisites:* matriculation in the department and completion of all required course work in professional education.

SED 300A Fall, Spring, Summer 1 s.h.

**Curriculum Project (Part I)**

This course provides an orientation to the culminating curriculum project required in the Master of Arts programs in secondary education, art education, music education, and wind conducting. Emphasizes curriculum themes that may cross traditional course lines. Students are introduced to readings in research within subject area(s) of specialization(s) and develop a proposal for a culminating project that integrates curriculum, theory, and teaching practice. Pass/Fail grade only.

*Prerequisites:* completion of all required courses in the M.A. program (excluding SED 300B).

SED 300B Fall, January, Spring, Summer 2 s.h.

**Curriculum Project (Part II)**

This course serves an integrative and culminating function in the Master of Arts programs in secondary education, art education, music education, and wind conducting. Emphasizes curriculum themes that may cross traditional course lines. Students produce a curriculum project that integrates curriculum, theory, and teaching practice.

*Prerequisites:* completion of SED 300A and all other professional education courses in the M.A. program.

SED 301, 302 Fall, Spring 3 s.h. each

**Master's Essay**

Supervision and instruction leading to the completion of the Master's Essay. Binding fee payable upon registration in 302. Admission by permission of secondary education.

SED 303-309, A-Z Periodically 1-3 s.h. each

**Post-Master's Workshops**

Special workshops designed to explore current problems in secondary education. M.A. or M.S. in Ed. candidates must have approval of adviser.

**(CT) COURSES**

CT 200 Fall, Spring, Summer 3 s.h.

**Introduction to Computer Technology in Education**

A course for educators PreK-12. Focuses on methods for integrating computer technology across the school curriculum. Social, ethical, political, and philosophical implications of computers on instruction are considered. Includes familiarization with major types of software used in instruction and professional practice, computer operations, problem-solving applications, and evaluations of computer-related materials, and applications of the Internet in educational settings.

CT 208 Fall, Spring, Summer 3 s.h.

**Multicultural Curriculum and Teaching**

Course provides education students with an introduction to multiple multicultural education curriculum approaches, situating multicultural curriculum and teaching within a broader discussion of educational philosophy, current debates on learning standards, evolving technological and non-technological resources, and the curriculum implications of the diverse nature of the population of the United States.

*Prerequisites or corequisites for M.S. in Ed. students:* SED 205, 213, 264. *M.A. students should consult with their advisers. Same as SED 208.*

CT 210A Fall, Spring 3 s.h.

**Emerging Technologies for Teaching and Learning**

Explores contemporary trends in telecommunication, multimedia, and computer software application within educational settings. Focuses on the ways technology-enhanced environments can support teaching, learning and research. Students gain experience using hypermedia, intelligent tutoring systems, multisensory immersion, computer-supported collaborative learning, simulation, and computer visualization. Includes implications for education change.

*Prerequisite:* CT 200 or permission of instructor.

CT 211A Fall, Spring 3 s.h.

**Computer Authoring and Scripting Environments**

Provides experience in web-based software design for effective teaching and learning with technology. Students learn a scripting language to design web pages that integrate text, graphics, multimedia and interactive elements for application in classrooms. They become familiar with the process, promise, and limitation of educational software design and application.

CT 213 Periodically 3 s.h.

**Applications of Computer Technology to Business Education**

Advanced course which treats the development and application of computer technology to teaching and learning in business education. Topics include office simulation, modeling and forecasting, uses of spreadsheets, database managers, word processors and accounting packages.

*Prerequisite:* CT 200 or permission of instructor.

CT 214A Fall, Spring 3 s.h.

**Information Technology in Elementary Education**

Advanced course which treats the application of information technology within elementary education environments (grades PreK-6). Includes the critical evaluation of technological resources in elementary education. Students design lessons that implement the Internet, constructivists technologies, computer software, and cooperative learning activities to enhance the teaching and learning of elementary school curriculum.

*Prerequisite:* CT 200 or permission of instructor.

CT 215A Fall, Spring 3 s.h.

**Cognition and Artificial Intelligence**

Theoretical and practical applications of artificial intelligence are explored. Topics include natural language processing, neural computing, robotics, and social issues associated with artificial intelligence. Students learn an artificial intelligence programming language and develop a curriculum project using the language.

*Prerequisite:* CT 200 or permission of instructor.

CT 216 Fall, Spring 3 s.h.

**Information Technology in Mathematics Education**

Advanced course which treats the development and application of information technology within middle-level and secondary mathematics education (5-12). Topics include dynamic software for geometric explorations, graphing calculators for algebraic investigations, statistical packages and probeware for data analysis, graphics packages for design and data representation, and the Internet for information access. The mathematical foundations for computer architecture are examined.

*Prerequisite:* CT 200 or permission of instructor. (Formerly *Applications of Computer Technology to Mathematics Education.*)

CT 217 Periodically 3 s.h.

**Applications of Computer Technology to Science Education**

Advanced course which treats the development and application of computer technology to teaching and learning in science education. Topics include simulation, data collection and analysis, and scientific methodology.

*Prerequisite:* CT 200 or permission of instructor.

CT 219 Periodically 3 s.h.

**Cognition and Instruction**

An advanced course exploring the education implications of theory and research in human cognition and learning. Multiple theoretical models of cognition and learning are discussed, with extensive application to curriculum, instruction, and assessment in elementary and secondary schools.

CT 221 Fall, Summer 3 s.h.

**Middle Childhood Philosophy and Teaching**

The first of two required courses leading to a middle childhood extension certification. Course topics include the rationale, philosophy, and foundations for middle schools; sociocultural influences on middle level schooling and students; developmental aspects of young adolescents and their needs for personalization and community; restructuring, block scheduling, and departmentalization; small communities of learning, teaming concepts and instructional delivery through teaming; advisories; gender and diversity issues; integrated curriculum development; community service learning; new New York standards and assessments at the middle school level. Same as SED 221.

CT 226 Fall 3 s.h.

**Linguistics for Teachers of English Language Learners**

This course focuses on the pedagogical implications of linguistic theory and SLA research. The nature of language proficiency on the level of sound, word, sentence, meaning encoding and meaning interpretation is examined. The course also investigates historical and philosophical perspectives in language policy and language education.

CT 227 Fall, Spring 6 s.h.

**Student Teaching**

Full-time student teaching in cooperating schools with direction and supervision of Cooperating Teachers and College Field Supervisors. For teachers in art, and music education only. Students are placed at both elementary and secondary levels. During the student-teaching experience, prospective teachers gradually assume more responsibility for organizing and teaching classes. Weekly seminars are required on topics including teaching methods, curriculum design, technology, and assessment in the content area. Also required are special State-mandated seminars on the following issues: child abuse and maltreatment, prevention of alcohol, tobacco and drug abuse, safety education, fire and arson prevention, and violence prevention. Admission by application. Applications may be obtained at the Office of Field Placement, to be returned by October 1 for spring semester or March 1 for fall semester. Must be taken concurrently with SED 201. Pass/Fail grade only.

CT 228 Fall, Spring 6 s.h.

***Supervised Teaching***

Close clinical supervision of M.S. in Education students who are currently working on a fulltime basis teaching either art or music in an accredited elementary or secondary school. Arrangements are made for supervised teaching at both elementary and secondary levels. Weekly seminars are required on topics including teaching methods, curriculum design, technology, and assessment in the content area. Also required are special State-mandated seminars on the following topics: child abuse and maltreatment, prevention of alcohol, tobacco, and drug abuse, safety education, fire and arson prevention, and violence prevention. Admission by application. Applications may be obtained at the Office of Field Placement, to be returned by October 1 for spring semester or by March 1 for fall semester. Must be taken concurrently with SED 201. Pass/Fail grade only.

CT 229 Fall, Spring, Summer 3 s.h.

***Development and Learning in Childhood and Adolescence***

Human development and learning processes from birth through adolescence with implications for teaching in elementary and secondary schools. Emphasis on design of developmentally appropriate vehicles for curriculum, instruction, and assessment. Requires 20 hours of classroom observation and participation in elementary or secondary schools.

CT 230 Periodically 3 s.h.

***Methods and Materials for Teaching Pascal in the Schools***

The features of this language are taught as they are implemented in schools. Program design and structured programming as a problem-solving tool are stressed.

*Prerequisites:* CT 210 and 211 or permission of instructor.

CT 231 Periodically 3 s.h.

***Methods and Materials for Teaching Computer Science in the Schools***

Use of Pascal as an instructional tool. Course treats the mathematical and technological bases for computer education as it is implemented in the schools. Implications of the Regents' Action Plan for using local-area networks, for curriculum design, teaching methods and student evaluation is investigated.

*Prerequisites:* CT 210 and 211 or permission of instructor.

CT 232 Periodically 3 s.h.

***Application of Computer Technology to the Management of Educational Systems***

Analysis, implementation, and evaluation of computer-based educational management and delivery systems. Prepares students to serve as resource persons and in-service instructors in classrooms, schools and school districts.

*Prerequisites:* CT 210, 211, and 230 or permission of instructor.

CT 241, 242 Fall, Spring, Summer 1-3 s.h. each

***Special Readings Seminar***

Investigations and reports on advanced educational topics adapted to the program of the student.

*Prerequisite:* permission of instructor.

CT 247A Spring 3 s.h.

***Middle Childhood Curriculum: 5-6***

This course emphasizes the interdisciplinary nature of the New York State standards and assessments on the 5-6th grade levels. Course work focuses on a more global approach to academic curricula, the philosophy and practice of interdisciplinary and thematic integrated curriculum and the skills that need to be taught and infused into all subjects taught on these levels within the K-12 scope and sequence to provide continuity and articulation. Instructional strategies and models, teaming of students and faculty, grade-level configurations, and diverse assessments are emphasized.

CT 248A Spring 3 s.h.

***Middle Childhood Curriculum: 7-9***

This course emphasizes both teaching as a specialist in a subject area and understanding a more global approach to academic curricula. The course includes the structures and curriculum approaches students have already experienced and how to foster a smooth transition for students into a full teaming structure. Course work focuses on the philosophy and practice of interdisciplinary and thematic integrated curriculum and the skills that need to be taught and infused into all subjects taught on these levels within the K-12 scope and sequence to provide continuity and articulation. The interdisciplinary nature of the New York State standards and assessments is stressed.

CT 250 Summer 3 s.h.

***Gender Issues in the Classroom***

Addresses the educational research on gender equity in the classroom. Looking at school environments, kindergarten through grade 12, this course offers insight into gender equity in the areas of pedagogy, curriculum and routine classroom practice.

CT 251 Summer 3 s.h.

***Teaching: Summer Institute***

The purpose of this course is to create an environment in which teachers and future teachers can engage in intensive reflection about the nature and purposes of schooling, and their own roles as teachers in creating meaningful and liberatory learning environments for their students.



CT 252 Periodically 3 s.h.

**Portfolios and Authentic Assessment**

This course is designed primarily for teachers K-12 teaching subjects across the curriculum, school administrators, and pre-service teachers to address the implications of authentic assessment strategies on curriculum and evaluation. Unlike standardized tests, forms of authentic assessment, including portfolios, performance-based criteria, and holistic scoring rubrics, provide opportunities to examine student work and progress without taking time away from classroom instruction. Authentic assessment strategies can validate and encourage respect for all student voices in the classroom and provide a rich source of evidence of growth and understanding not available through traditional assessment methods. Pass/Fail grade only.

CT 253 January, Summer 3 s.h.

**Teaching for Thinking**

Design of vehicles for curriculum, instruction and assessment that develop students' thinking processes. Theory, research, and practice are examined on topics including constructivism, higher order thinking skills, and reflective self-assessment. Same as SED 253.

CT 256 Summer 3 s.h.

**The Newspaper as a Teaching Tool**

This course introduces students to the newspaper as an educational tool for children of all grade levels, K-12, and in every subject area. The newspapers on Long Island and the Metropolitan area contribute editors, Newspaper in Education coordinators, and NIE managers as speakers in the workshop. Students tour Newsday and see the newspaper in production. The history and background of Newspapers in Education are presented. Students receive a comprehensive overview of NIE and the practical means to implement in their classrooms. Curriculum materials and teaching strategies relating to the newspaper are employed.

CT 260 Summer 3 s.h.

**Foundations, Theory and Practice of Bilingual Education**

Consideration of the sociocultural, linguistic, and educational needs of language minority students and the programs designed to respond to their needs. Attention given to the history of bilingual education in the United States, including relevant legislation and litigation, as well as research that relates to the development of effective bilingual/bicultural education programs. Bilingual, bicultural education program models are presented and analyzed. (Formerly Theory and Practice of Bilingual, Bicultural Education)

CT 265 Once a year 3 s.h.

**Methods and Materials in Bicultural Education**

This advanced course provides analysis of current teaching methods and materials in bilingual education. The impact of cross-cultural learning styles on teaching and learning processes is explored. Special attention is given to ways of adapting instruction to the linguistic and cultural characteristics of students in dual language contexts. Supervised classroom observation in designated school settings are required.

*Prerequisite:* CT 260. (Formerly SED 265)

CT 266 Spring 3 s.h.

**The Learner in the School**

Investigation of educational programs for language minority students. Implications of the sociocultural background of students, the socioeconomic patterns of the school, and students' affective and cognitive development for curricular design and implementation. (Formerly SED.)

CT 268 Fall, Spring, Summer 3 s.h.

**Practicum: Teachers of Non-English Speaking Students**

Extended teaching practice under close clinical supervision of M.S. in Education TESL and TESL Certification candidates in appropriate level public school settings. Admission by application and interview. Applications obtainable at the Office of Field Placement to be returned by October 1 for the spring semester and March 1 for the fall semester. Seminars meet weekly with supervisory personnel from the Curriculum and Teaching Department and public school districts to work intensively with specific student problems. This course is only open to certified teachers. Pass/Fail grade only.

*Prerequisites:* CT 213, 222; SPED 264; LYST 213; ELED 225 and SED 267. (Formerly ELED and SED.)

CT 269 Fall, Spring 6 s.h.

**Student Teaching: Teachers of Non-English Speaking Students**

Extended teaching practice under close clinical supervision of M.S. in Education TESL candidates in appropriate level public school settings. Admission by application and interview. Applications obtainable at the Office of Field Placement to be returned by October 1 for spring semester and by March 1 for the fall semester. Seminars meet weekly with supervisory personnel from the Curriculum and Teaching Department to work intensively with specific student problems. Pass/Fail grade only.

*Prerequisites:* CT 229, 226; SPED 264; LYST 213; ELED 225, and SED 267. (Formerly ELED and SED; Internship: Teachers of Non-English Speaking Students)

CT 271 Spring 3 s.h.  
**Curriculum Design in Art Education**  
 Curriculum theory and design in the fine arts with extensive application to teaching and learning in elementary and secondary schools. Diverse orientations to curriculum in art education, including discipline-based, learner-centered, and problem-centered approaches, with emphasis on studies of art-curriculum designs from outstanding school programs. Designing art curriculum for grades K-12 is a primary focus.

CT 272 Fall, Spring 3 s.h.  
**Technology and the Teaching of Writing**  
 An examination of the effects of information technology on instruction of the writing process. Specific educational software packages for writers of different ages are explored. The effects of electronic mail, bulletin boards, and computer conferencing, on literacy and communication are also considered.

CT 275 Periodically 3 s.h.  
**Selected Topics in Educational Software Development**  
 This course is for people who plan involvement with software development for use in educational settings (preK-12). Although topics vary, the course treats the education applications of algorithm analysis, data structures, recursion, graphics interface design, and adaptation of educational software among various languages and platforms. Requires no prior programming or design experience.  
*Prerequisite:* CT 200 or permission of instructor.

CT 280-289, A-Z Periodically 1-3 s.h. each  
**Advanced Workshops**  
 Specific workshops developed for joint participation of in-service teachers in elementary and secondary education. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

CT 297A Fall 3 s.h.  
**Advanced Studies in Art Education: Elementary**  
 An advanced course in elementary-level art education focusing on skills of artistic production, aesthetics/perception, and reflection among students from Pre-K to grade six. Emphasis on design of developmentally-appropriate vehicles for curriculum, instruction, and assessment in the elementary art classroom.  
*Prerequisite:* Initial or Provisional Certification in art education.

CT 297B Spring 3 s.h.  
**Advanced Studies in Art Education: Secondary**  
 An advanced course in secondary-level art education focusing on skills of artistic production, aesthetics/perception, and reflection among students from grades 7 to 12. Emphasis on design of developmentally-appropriate vehicles for curriculum, instruction, and assessment in the secondary art classroom.  
*Prerequisite:* Initial or Provisional Certification in art education.

CT 298A Fall 3 s.h.  
**Curriculum and Instruction in Art: Elementary**  
 Prospective teachers study the impacts of socio-cultural, perceptual and cognitive changes during elementary school on children's artistic-aesthetic development. The course links theoretical strands with weekly participation in hands-on art projects and processes that are appropriate for elementary school students. Lesson planning, classroom management and diverse assessment practices will be examined. Requires twenty hours of participation-observation in an elementary classroom.  
*Prerequisite:* SED 200, 205, 264; CT 229. Same as SED 298A.

CT 298B Spring 3 s.h.  
**Curriculum and Instruction in Art: Secondary**  
 Prospective teachers study the impacts of socio-cultural, perceptual and cognitive changes during adolescence (grades 7-12) on students' artistic-aesthetic development. The course links theoretical strands with weekly participation in hands-on art projects and processes that are appropriate for middle and secondary school students. Lesson planning, classroom management and diverse assessment practices will be examined. Twenty hours of participation and observation in a secondary school is required.  
*Prerequisites:* SED 200, 205, 264; CT 229. Same as SED 298B.

CT 299A Fall 3 s.h.  
**Developing Creative Music Strategies**  
 This course is designed to provide music students seeking teacher certification the opportunity to explore the principles of problem solving which underlie the educational, philosophical and psychological rationale for teaching music. Musical strategies that encourage divergent and analytical thinking are explored for their potential in establishing a framework for musical learning at all levels. Classroom observations (20 hours) and lesson demonstrations are required. There is a material fee of \$10. NOTE: This course is not for elementary/secondary classroom teacher.

CT 299B Spring 3 s.h.  
**Perspectives on Instrumental Music**  
 The purpose of this course is to explore all aspects of the instrumental music education program from grade 4 through 12. This course serves as a study of how to plan, develop, implement, and evaluate all areas of primary and secondary school instrumental music education.  
*Prerequisite for graduates:* CT 299A. There is a material fee of \$10.