

SCHOOL OF EDUCATION

Kelly Chandler-Olcott

Dean

230 Huntington Hall

soe.syr.edu (<https://coursecatalog.syracuse.edu/graduate/education/>

soe.syr.edu)

About the School

Welcome to the School of Education, a community of educators committed to inclusive and equitable research and practice.

As Dean, I have a front-row seat on our stakeholders' myriad impactful contributions to learning-focused contexts that range from schools and universities to community organizations and workplaces.

Driven by our 2023 Academic Strategic Plan, School of Education faculty and staff are working collaboratively to extend and amplify our expertise in three distinct but often overlapping Signature Areas of Distinction: 1) inclusive pedagogy and practice; 2) digital pedagogy and practice; and 3) experiential pedagogy and practice.

Together, we are committed to integrating the School's historical strengths with the new knowledge, skills, and habits of mind we need to remain at the forefront of fields such as counseling and human services; cultural foundations of education; higher education; instructional design, development, and evaluation; language and literacy; social work; and teaching and leadership preparation.

Dean Kelly Chandler-Olcott

Accreditation

Association for Advancing Quality in Educator Preparation

Professional accreditation is the bedrock upon which all professions build their reputations, assuring that those entering the respective field have been suitably prepared to practice through acquisition of an approved body of knowledge and pre-service practice in the profession.

Accreditation of schools of education indicates that the school underwent rigorous external review by professionals, that performance of a teacher candidate in the program has been thoroughly assessed before they are recommended for licensure, and that programs meet standards set by the teaching profession at large.

Syracuse University is a member in good standing of the Association for Advancing Quality in Educator Preparation (<https://soe.syr.edu/about/accreditation/>) (AAQEP). School of Education undergraduate and graduate academic programs have been awarded full accreditation by AAQEP through Dec. 31, 2027.

Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality. Teacher preparation and other professional school personnel programs offered by Syracuse University are recognized by the New York State Education Department as fully accredited.

Council for the Accreditation of Counseling and Related Educational Programs

The School of Education's Counseling and Human Services graduate programs are fully accredited by the highest accrediting bodies in the

counseling profession, including the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The CACREP accreditation process involves identification of appropriate preparation curricula by the profession, followed by extensive self-study and evaluation by the aspiring counselor education program. Only then does a visiting team of experts come to the university to verify that the program meets national standards. Finally, the visiting team's report is given to the accrediting board for review and action. Programs may be accredited for eight years, at which time the institution must submit for re-accreditation, following the same process described above.

The Board of Directors of CACREP have granted the School of Education re-accreditation through October 2025. The board based its decisions on an extensive review of the self-study documents, the visiting team's report, and the institution's response to the visiting team's report.

Council for Social Work Education (CSWE) Accreditation

At the core of social work education is the responsibility to create and sustain healthy communities and contribute positively to the public good. Thus, the goal of CSWE accreditation at the most fundamental level is to ensure quality education and preparation of social workers to carry out that responsibility. Social work is a public service field founded on core values of justice, dignity and worth of a person, human relations, integrity, and competence. CSWE accreditation standards are grounded in these core values and engages competent and qualified educators and community partners to ensure student competency in research, policy, theory, and practice of social work.

Syracuse University is accredited by the Council on Social Work Education's (CSWE) Board of Accreditation (BOA). Accreditation of a social work program by the BOA indicates that it meets or exceeds standards of program quality evaluated through a peer review accreditation process. An accredited program has sufficient resources to meet its mission and goals, and the BOA has verified that it demonstrates compliance with all accreditation standards. Accreditation applies to all program options, which include locations and delivery methods. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Review our program's accredited status in CSWE's Directory of Accredited Programs. For more information about social work accreditation, contact CSWE's Department of Social Work Accreditation.

CSWE's Board of Accreditation is recognized by the Council on Higher Education Accreditation (CHEA). CHEA recognition assures the public that CSWE's Board of Accreditation is competent to engage in quality reviews of social work programs based on the CHEA recognition standards.

Educational Mission

The Syracuse University School of Education advances the future of teaching and learning by leveraging its historic legacy as a global leader in inclusive and equitable education.

Led by internationally recognized faculty who are dedicated to student-centered instruction and cutting-edge research, the School advances knowledge and expertise to promote dynamic, effective, and engaging learning experiences for all.

The School of Education aspires to be the pre-eminent institution for scholarship and instruction across its three Signature Areas of Distinction: inclusive and antiracist pedagogy and practice, digital

learning technologies, and experiential learning that harnesses relationships across campus, community, and beyond.

By supporting a welcoming learning community that fosters collaboration and promotes human thriving, the School mentors and nurtures the next generation of educators, scholars, and leaders who will have meaningful and sustained impact in their communities.

The impact of this work will enhance the School's global reputation for producing impactful research and for attracting and preparing equity-minded and transformative teachers, counselors, social workers and other professionals who support student success across diverse learning contexts.

Schools and Departments

- School of Social Work (<https://coursecatalog.syracuse.edu/graduate/education/social-work/>)

Graduate Education

The Office of Academic and Student Services

The Office of Academic and Student Services provides a thorough and effective support system for all School of Education Students from the admissions process through graduation and beyond.

From academic support to career advice to information about opportunities to study abroad, the professionals in Academic and Student Services have the experience and knowledge to answer questions, provide advisement, and make referrals as necessary.

For more information about the office and services shared below, please visit: <https://soe.syr.edu/students/academic-services/>.

Degree Requirements

Each graduate degree or certificate offered by the school represents a different level of achievement.

The Master of Science (M.S.), Master of Social Work (M.S.W.) or Master of Music (M.Mus.) is the first degree beyond the bachelor's degree. Each master's program is designed to develop in-depth knowledge of a particular field of professional education.

The Certificate of Advanced Study (C.A.S.) offers greater scope, depth, and thoroughness of preparation beyond the master's degree, or an opportunity for specialized study that is less than a master's degree.

A doctoral degree is considered the highest level of academic achievement. The Ph.D. is an academic degree. The Ed.D. is a professional degree. Students with an interest in research or in university teaching usually pursue the Ph.D. Their programs emphasize intensive study in a major area of specialization and often a minor area as well, leading to the development or extension of theory and research in the major field. Many Ed.D. candidates seek positions as administrators, supervisors, consultants, college professors, and as non-teaching education specialists.

General information about degree requirements is listed below. Information on specific requirements is available from the office of the program director of each program of study.

Master's Degree

The School of Education offers the M.S. in more than 15 areas, the M.S.W. in Social Work, and an M.Mus. option in music education. Selected

areas of study lead to public school teacher certification; others prepare students for roles in various educational and non-educational settings. Many master's degree programs are available to applicants with no previous study in that field.

Preparation programs meet the academic requirements for those with a bachelor's degree in a field other than education who pursue their first certificate for public school service in a specific area. Preparation programs also serve those who are certified in one area but seek certification in a new area.

Master's professional certification programs are designed for those who are already certified in a subject area but want a master's degree in that same area to meet academic requirements for the next level of certification.

A select number of master's programs prepare students for roles not requiring certification, while others help to prepare for doctoral candidacy. For a complete listing, see "Programs Offered and Degrees Conferred."

All master's degree programs require a minimum of 30 credits; some require more. Some programs allow students to elect one or more courses offered by other academic units of Syracuse University, such as the Maxwell School of Citizenship and Public Administration or the Colleges of Arts and Sciences, Visual and Performing Arts, The David B. Falk College of Sport and Human Dynamics. No more than 9 credits (6 credit limit for Higher Education) taken outside of Syracuse University may be transferred into a 30-credit master's degree program. A maximum of 12 credits from other graduate study may be transferred toward a 60-credit M.S.W degree requirement. Advanced standing M.S.W students may not transfer credits from another college or university.

Master's programs may require one of the following: a thesis, a portfolio review, or an intensive examination. Graduate students must maintain a GPA of 3.0 to graduate.

Certificate of Advanced Study (C.A.S.)

A C.A.S program may be completed independent of or concurrently with a master's degree or doctoral degree depending on specific program requirements. The certificate is not an intermediate step to a doctoral degree. The C.A.S. programs in Educational Leadership and School Counseling meet the academic requirements for New York State certification in those areas.

C.A.S. Requirements

The C.A.S. in Educational Leadership prepares graduates to be effective, collaborative, equitable, and compassionate administrators in school buildings and districts. The program covers 30 of the 60 graduate credits required to receive dual New York Certification as a School Building Leader and School District Leader, through a set of 8 required courses and 6 credits of a year-long internship.

The C.A.S. in School Counseling prepares graduates who have met the requirements for provisional New York State certification in school counseling to meet the 60-credit requirement for permanent certification.

The School's areas of study Cultural Foundations of Education (CFE), Higher Education (HE), and its Instructional Design, Development and Evaluation Department (IDD&E) offer Certificates of Advanced Study:

CFE offers a Certificate of Advanced Study in Disability Studies. This is a 15-credit program, with the additional requirement of an oral or written examination at the completion of the coursework. The C.A.S. in Disability Studies is available to students enrolled in any Syracuse University

graduate program as well as to applicants who wish to pursue the C.A.S. as a single course of study.

HE offers a Certificate of Advanced Study in Intercollegiate Athletic Advising and Support. This is a 12 credit program designed for current and future higher education professionals (e.g. advisors, higher education/student affairs administrators, and coaches) who wish to understand the research, practice, and policy perspectives associated with intercollegiate sport and student-athlete development in the context of higher education.

ID&E offers three Certificate of Advanced Study programs in Designing Digital Instruction (15 credits), Educational Technology (15 credits), and Instructional Design Foundations (12 credits). These programs are designed for students who require additional knowledge and expertise in order to advance in their professional careers.

Doctoral Degree

Before applying for a doctoral degree program, candidates should correspond with the program director of the specific program of interest and, if possible, arrange for a personal interview.

Programs for both the Ph.D. and the Ed.D. degrees require a minimum of 90 graduate credits beyond the bachelor's degree, with most students entering with a completed master's degree. Coursework is usually distributed among core requirements, major area requirements, supporting minor areas, research tools, and dissertation credits. One-half of pre-dissertation course credits must be taken at Syracuse University. Successful candidates for either doctoral degree must pass a preliminary examination early in the program, and qualifying examinations in the field of specialization and any supporting minor areas later in the program; demonstrate competence in research; write a dissertation based upon an independent investigation that adds to existing knowledge in the field; and pass an oral defense of the dissertation. An overall B average, completion of a residency or time-to-completion requirement, and completion of all requirements within 5 years of the qualifying examination are also required. All candidates for the Ph.D. degree are required to complete a research apprenticeship, including a supervised research activity over a period of not less than one year, under the direction of a Syracuse University faculty member. Ed.D. students must complete a practicum requirement.

Non-matriculated Students

Students with a bachelor's degree from an accredited institution may take courses in the School of Education without enrolling in a degree program (non-matriculated student). Some courses require approval of the instructors. Enrolling in coursework as a non-matriculated student does not allow the non-matriculated student the same academic advisement as matriculated students. No more than 9 credits taken before matriculation may be transferred to a degree program. No more than 6 credits may be taken prior to matriculating into the Education Leadership, CAS, Higher Education M.S., and Social Work M.S.W. degree programs. All such courses must be approved by the student's advisor. A registration hold will be put on students' accounts who have reached this limit.

Admissions

For more information about School of Education graduate admissions, please visit this website: <https://soe.syr.edu/admissions/graduate/>.

Internal Admission Process

Students who are currently enrolled in a Syracuse University graduate program who would like to add a graduate program for a term prior to completing their first degree may apply to add a new graduate program by using the Graduate Enrollment Internal Admission Application. The internal admission application and instructions are available in the Office of Academic and Student Services. Students enrolled in formal concurrent master's programs must complete the requirements for both programs prior to graduation. There is no fee for the internal admission process.

Student Services

The Office of Academic and Student Services

The Office of Academic and Student Services was created to ensure that students get the most out of their college experience. The staff in the office provides a thorough and effective system of support for both undergraduate and graduate students from the admissions process through graduation and beyond.

From academic support to career advice to information about opportunities to study abroad, the professionals in Academic and Student Services have the experience and knowledge to answer questions, provide advisement, and make referrals as necessary.

Forms

Official forms most commonly requested by students can be found in the Office of Academic and Student Services, and also on the website at: Student Forms - School of Education - Answers (<https://answers.atlassian.syr.edu/wiki/spaces/SOE/pages/149782941/Student+Forms/>).

Academic Advising

The Office of Academic and Student Services provides advice and guidance on School of Education and Syracuse University policies, advocates for student concerns, and offers a range of services to assist students as they work toward their academic and career goals.

Students will also be assigned faculty advisors. For more information about advising, contact Academic and Student Services | Syracuse University School of Education (soeacademicservices@syr.edu).

Career Services

Career Services offers numerous services for students with the teacher certification process and their job search in the education field. These services include New York State Teacher Certification recommendation, out-of-state certification support, post-grad exploration, resume and cover letter assistance, employer information sessions, and fairs. All our undergraduate and graduate teacher-preparation programs are integrated with New York State Teacher Certification requirements. For more information about Career Services and teacher certification, contact soecareer@syr.edu.

Community, Collaboration and Facilities

Syracuse University is an R1 research institution, and the quality of a student-centered research institution is measured in part by its success in integrating its students' learning experiences and faculty scholarship.

The key to this integration lies in sustained, critical, always-respectful engagement with the teaching, learning, and counseling professions and those they serve. It relies upon creating a community of learners devoted

to public and human service and upon tying this service to robust student research and experiential opportunities.

The efforts of our students and faculty members to create such a community are supported by an organizational infrastructure that includes coordinating committees and councils; collaborative research centers; cross-disciplinary and specially funded research and development projects; and professional support staff.

The School of Education community is devoted to nurturing partnerships among preservice educators and other pre-professionals; practicing professionals in public education, higher education, and other learning and work contexts; and faculty across the School, the University, and beyond.

To support collaboration and scholarship, the School of Education offers administration, meeting, class, laboratory, and workshop space in:

- Huntington Hall (Marshall Street/University Ave.)-The School's main facility houses the Dean's office, other administration and operational offices, classrooms, meeting rooms, and labs.
- Comstock Art Facility (1055 Comstock Ave.)-Houses offices and studios for Art Education programs.
- Crouse College (Main Campus)-Houses an auditorium, classrooms, and practice space for Music Education.
- Carnegie Library (Main Campus)-House offices, classrooms, and meeting spaces for Math Education.
- White Hall (Main Campus)-Houses offices, classrooms, and meeting space for the social work programs.
- Steele Hall (Main Campus)-Houses programs in the Center for Academic Achievement and Student Development.

Projects, Partnerships, & Outreach

<https://soe.syr.edu/research/projects/>

The School of Education is committed to fostering interdisciplinary scholarship and collaborative partnerships. Outreach and relationships across local communities provide professional development for educators, engaging enrichment activities for PreK-12 students, and immersive field placements for our students. Our work nationally and internationally works to bring venues for discussion and cooperation around social justice, equity, and equality.

Centers & Institutes

<https://soe.syr.edu/departments/centers/>

Our Centers and Institutes work toward full inclusion for all students with disability in higher education, community, and communication. The Center for Academic Achievement and Student Development boasts seven opportunity programs that provide local K-12 and Syracuse University students access to academic support and resources to achieve their goals.

Programs

Master's

- Arts Education: Preparation, MS (<https://coursecatalog.syracuse.edu/graduate/education/arts-education-preparation-ms/>)
- Childhood Education (1-6) Preparation, MS (<https://coursecatalog.syracuse.edu/graduate/education/childhood-education-preparation-ms/>)
- Clinical Mental Health Counseling, MS (<https://coursecatalog.syracuse.edu/graduate/education/clinical-mental-health-counseling-ms/>)
- Cultural Foundations of Education, MS (<https://coursecatalog.syracuse.edu/graduate/education/cultural-foundations-education-ms/>)
- Early Childhood Special Education, MS (<https://coursecatalog.syracuse.edu/graduate/education/early-childhood-special-education-ms/>)
- English Education: Preparation (7-12), MS (<https://coursecatalog.syracuse.edu/graduate/education/english-education-preparation-ms/>)
- Higher Education, MS (<https://coursecatalog.syracuse.edu/graduate/education/higher-education-ms/>)
- Inclusive Special Education (Generalist) Grades 7-12, MS (<https://coursecatalog.syracuse.edu/graduate/education/inclusive-special-education-generalist-ms/>)
- Inclusive Special Education: 1-6 Preparation, MS (<https://coursecatalog.syracuse.edu/graduate/education/inclusive-special-education-preparation-ms/>)
- Instructional Design, Development and Evaluation, MS (on campus or fully online) (<https://coursecatalog.syracuse.edu/graduate/education/instructional-design-development-evaluation-ms/>)
- Literacy Education: Birth to Grade 12, MS (<https://coursecatalog.syracuse.edu/graduate/education/literacy-education-birth-ms/>)
- Mathematics Education Preparation 7-12, MS (<https://coursecatalog.syracuse.edu/graduate/education/mathematics-education-preparation-ms/>)
- Music Education Preparation, MS (<https://coursecatalog.syracuse.edu/graduate/education/music-education-preparation-ms/>)
- Music Education Professional Certification, MMus (<https://coursecatalog.syracuse.edu/graduate/education/music-education-professional-certification-mmus/>)
- School Counseling P-12, MS (<https://coursecatalog.syracuse.edu/graduate/education/school-counseling-ms/>)
- Science/Biology Education: Preparation (7-12), MS (<https://coursecatalog.syracuse.edu/graduate/education/science-biology-education-preparation-ms/>)
- Science/Chemistry Education: Preparation (7-12), MS (<https://coursecatalog.syracuse.edu/graduate/education/science-chemistry-education-preparation-ms/>)
- Science/Earth Science Education: Preparation (7-12), MS (<https://coursecatalog.syracuse.edu/graduate/education/science-earth-science-education-preparation-ms/>)
- Science/Physics Education: Preparation (7-12), MS (<https://coursecatalog.syracuse.edu/graduate/education/science-physics-education-preparation-ms/>)
- Social Studies Education: Preparation 7-12, MS (<https://coursecatalog.syracuse.edu/graduate/education/social-studies-education-preparation-ms/>)
- Teaching and Curriculum, MS (<https://coursecatalog.syracuse.edu/graduate/education/teaching-curriculum-ms/>)

Doctorate

- Counseling and Counselor Education, PhD (<https://coursecatalog.syracuse.edu/graduate/education/counseling-counselor-education-phd/>)
- Cultural Foundations of Education, PhD (<https://coursecatalog.syracuse.edu/graduate/education/cultural-foundations-education-phd/>)
- Education, PhD (<https://coursecatalog.syracuse.edu/graduate/education/special-education-phd/>)
- Educational Leadership, EdD (<https://coursecatalog.syracuse.edu/graduate/education/educational-leadership-edd/>)
- Higher Education, PhD (<https://coursecatalog.syracuse.edu/graduate/education/higher-education-phd/>)
- Instructional Design, Development and Evaluation, PhD (<https://coursecatalog.syracuse.edu/graduate/education/instructional-design-development-evaluation-phd/>)
- Literacy Education, PhD (<https://coursecatalog.syracuse.edu/graduate/education/literacy-education-phd/>)
- Mathematics Education, PhD (<https://coursecatalog.syracuse.edu/graduate/education/mathematics-education-phd/>)
- Science Education, PhD (<https://coursecatalog.syracuse.edu/graduate/education/science-education-phd/>)
- Teaching and Curriculum, PhD (<https://coursecatalog.syracuse.edu/graduate/education/teaching-curriculum-phd/>)

Combined

- Cultural Foundations of Education, JD/MS/CAS (<https://coursecatalog.syracuse.edu/graduate/education/cultural-foundations-education-jd-ms-cas/>)

Certificate of Advanced Study

- Designing Digital Instruction, CAS (<https://coursecatalog.syracuse.edu/graduate/education/designing-digital-instruction-cas/>)
- Disability Studies, CAS (<https://coursecatalog.syracuse.edu/graduate/education/disability-studies-cas/>)
- Educational Leadership, CAS (<https://coursecatalog.syracuse.edu/graduate/education/educational-leadership-cas/>)
- Instructional Design Foundations, CAS (<https://coursecatalog.syracuse.edu/graduate/education/instructional-design-foundations-cas/>)
- Intercollegiate Athletic Advising and Support, CAS (<https://coursecatalog.syracuse.edu/graduate/education/intercollegiate-athletic-advising-support-cas/>)
- School Counseling, CAS (<https://coursecatalog.syracuse.edu/graduate/education/school-counseling-cas/>)

School of Social Work

Master's

- Social Work, Advanced Standing Program, MSW (<https://coursecatalog.syracuse.edu/graduate/education/social-work/social-work-advanced-standing-msw/>)
- Social Work, MSW (<https://coursecatalog.syracuse.edu/graduate/education/social-work/social-work-msw/>)

Combined

- Law, JD/Social Work, MSW (<https://coursecatalog.syracuse.edu/graduate/education/social-work/law-jd-social-work-msw/>)

Faculty

Barbara Applebaum, Professor

Ph.D., Ontario Institute for Studies in Education of the University of Toronto, 1994

Feminist ethics, feminist philosophy, critical race theory

Christine Ashby, Professor; Director, Center on Disability and Inclusion

Ph.D. Syracuse University, 2008

Inclusive education, disability studies, autism and communication

Nadaya Brantley, Assistant Teaching Professor and Undergraduate Program Director, Social Work

M.S.W., Syracuse University, 2019

Race & ethnicity, higher education, disability, social work policy, field education & educational equity

Maria Brown, Associate Research Professor, Social Work

Ph.D., Syracuse University, 2010; LM.S.W., Syracuse University, 2005

Aging and the life course, cognitive function, cancer survivorship, program evaluation

Thomas H. Bull, Associate Teaching Professor

M.S., Syracuse University 1989

Inclusive education, teacher preparation

Steven Bush, Assistant Teaching Professor, Social Work

EdD., University of Southern California, 2017

Online learning, Military Veterans in higher education

Britney Carter, Assistant Teaching Professor, Social Work

Ph.D., Virginia Commonwealth University, 2023

Anti-racism and social justice to support individual, family, and community well-being

Kelly Chandler-Olcott, Dean; Laura J. and L. Douglas Meredith Professor

Ed.D., University of Maine, 1998

Adolescent literacy, content literacy, English education

Moon-Heum Cho, Associate Professor

Ph.D. University of Missouri-Columbia, 2008

Learning design, online learning, instructional design and evaluation

Jill Christian-Lynch, Assistant Teaching Professor

C.A.S., Educational Administration, 2000

Inclusive early childhood, childhood education

John Coggiola, Associate Professor

Ph.D., Florida State University, 1997

Music education, jazz studies

Alex Corbitt, Assistant Professor

Ph.D., Boston College, 2023

Literacy education

Kenneth N. Corvo, Associate Professor, Social Work

Ph.D., Case Western Reserve University, 1993

Family violence, youth violence, theory development, proposal writing and program development, organizational development and leadership, organization issues in social work education

David DeAngelis, Assistant Professor
M.A., Eastman School of Music
Beginning instrumental and issues of diversity, equity, and inclusion in music education, specifically focusing on music teacher education.

Kendra DeLoach McCutcheon, Associate Professor, Social Work
Ph.D., University of South Carolina, 2010
Family health and development; school mental health disparities among women of color; intersectionality (race, class and sex)

Benjamin H. Dotger, Professor
Ph.D., North Carolina State University, 2006
Teacher preparation, experiential education

Sharon Dotger, Professor; Faculty Director of Teacher Education & Undergraduate Studies
Ph.D. North Carolina State University, 2006
Teacher preparation, science teaching, lesson study

Cathy M. Engstrom, Associate Professor; Faculty Director of Graduate Studies
Ph.D., University of Maryland, 1991
Higher education, student affairs, college student access and success, curricular learning communities

Beth Ferri, Professor; Associate Dean for Research
Ph.D., University of Georgia, 1997
Disability studies, disability critical race theory, inclusive education, women with disabilities, research methods

Alan Foley, Associate Professor
Ph.D., University of Wisconsin, 2001
Disability studies, educational communications and technology

Nicole L. Fonger, Associate Professor
Ph.D., Western Michigan University, 2012
Mathematics education, research and practice in mathematics education

Jennifer Genovese, Ph.D., ACSW, LCSW, Graduate Program Director, Associate Teaching Professor, Social Work
Ph.D., Syracuse University, 2013; M.S.W., Syracuse University, 1983

Michael Gill, Professor
Ph.D., University of Illinois at Chicago, 2009
Disability studies; feminist and queer disability studies, intellectual disability and sexuality, reproductive justice, masculinity studies

Duane Graysay, Assistant Professor
Ph.D., Pennsylvania University, 2016
Mathematics education

Ryan Heath, Associate Professor, Ph.D., LCSW, Social Work
Ph.D., University of Chicago, 2018
Afterschool programs and out-of-school time, community schools, adolescent development

Xiaoxia "Silvie" Huang, Associate Professor
Ph.D., Florida State University, 2007
Instructional design, technology-supported learning environments

Bong Gee Jang, Associate Professor
Ph.D., Curry School of Education, University of Virginia, 2013
Literacy education, literacy motivation and engagement, literacy across disciplines, research methods

Dawn Johnson, Professor
Ph.D., University of Maryland, 2007
Higher education, campus climate, women of color in STEM

Sultan Kilinc, Assistant Professor
Ph.D., Arizona State University, 2016
Disability studies, inclusive education; educational equity

Eunjung Kim, Associate Professor
Ph.D., University of Illinois at Chicago, 2007
Women's and gender studies, disability studies, Asian feminisms, queer theories

Tiffany A. Koszalka, Professor
Ph.D., Pennsylvania State University, 1999
Instructional design, technologies in instructional and learning environments, design of teaching and learning resources

Ja Youn Kwon, Assistant Teaching Professor
Ph.D., Arizona State University, 2016
Physical education, coaching, health

Heather Lavender, Assistant Professor
Ph.D., Louisiana State University, 2021
Social Justice, science education

Lee, Yehyang (Hanna), Assistant Professor,
Ph.D., The University of Texas at Austin, 2024
Special education, social justice

Jing Lei, Professor; Associate Dean for Academic Affairs
Ph.D., Michigan State University, 2005
Instructional design, technology-supported learning environments, emerging technologies in education

Yanhong Liu, Associate Professor
Ph.D. Pennsylvania State University, 2015
School counseling, group work in counseling

Gretchen Lopez, Associate Professor; Director, Intergroup Dialog
Ph.D., University of Michigan, 1993
Intergroup relations, multicultural education, social identities

Melissa Luke, Dean's Professor
Ph.D. Syracuse University, 2007
Counseling, clinical supervision, counselor education, group work in counseling, experiential education

Jeffery Mangram, Associate Professor
Ph.D., Syracuse University, 2006
Social studies education, educational leadership

Kenneth Marfilus, Faculty Director of Online Education & Strategic Initiatives, Assistant Teaching Professor, Social Work
D.S.W., University of Pennsylvania, 2018; M.S.W., University of Pennsylvania, 2013
Military mental health, military families, veteran social work

Joanna O. Masingila, Laura J. and L. Douglas Meredith Professor for Teaching Excellence
Ph.D., Indiana University, Bloomington, 1992
Mathematics education, teacher preparation and development

Courtney Mauldin, Assistant Professor
Ph.D., Michigan State University, 2020
Educational leadership, urban school governance and policy, educational equity, youth perspectives in education

Wendy Moy, Associate Professor
D.M.A., University of Washington, 2015
Music education, culture of singing communities, choral conducting and methods

Tracey Musarra Marchese, Professor of Practice, Social Work
M.S.W., Rutgers University, 1993
Trauma, PTSD, and mind-body wellness

Beth Myers, Lawrence B. Taishoff Associate Professor of Inclusive Education; Director, Taishoff Center
Ed.D., University of Pennsylvania, 2012
Inclusive education, disability studies, students with autism

Janine Nieroda, Associate Teaching Professor
Ph.D., Syracuse University, 2019
Diverse learning strategies, multicultural education theory and practice, digital literacy

Caroline O'Hara, Associate Professor
Ph.D., Georgia State University, 2014
Counseling, counselor education, clinical supervision

Fei Pei, Assistant Professor, Social Work
Ph.D., The Ohio State University, 2021
Child maltreatment and resilience, community disparities, and digital parenting

David Perez II, Associate Professor
Ph.D., Pennsylvania State University
Higher Education, student success, Latino and black male undergraduates, anti-deficit research, research methods

Mario Rios Perez, Associate Professor
Ph.D., University of Illinois, Champaign-Urbana, 2012
History of education, urban education, immigration and education

Stephanie Pilkay, Associate Professor, Social Work
Ph.D., University of Tennessee, Knoxville, 2017
Adversity effects on epigenetic mechanisms that drive human development

Dalia Rodriguez, Associate Professor
Ph.D., University of Illinois, Champaign-Urbana, 2005
Sociology of education, policy studies, research methods

James Haywood Rolling Jr., Professor
Ph.D., Teacher's College, Columbia University, 2003
Arts education, studio arts, urban education

Derek X. Seward, Associate Professor
Ph.D., University of Rochester, 2009
Counseling, counselor education, clinical supervision, multicultural professional development

Carrie Jefferson Smith, Professor, Social Work
D.S.W., Howard University, 1998

Child welfare, child and family policy, social work practice, social welfare policy and services, social justice, behavioral health, incarceration and impact on families, and kinship care

Joseph Smith, Associate Teaching Professor, Social Work
Ph.D., Smith College, 2006; LCSW, Master CASAC
Trauma informed CBT, treating co-occurring disorders, online pedagogy and student support

Yvonne Smith, Associate Professor and Chair, Social Work
Ph.D., University of Chicago, 2013
Therapeutic residential care for children, ethnography, animals in social work

Matthew Spitzmueller, Associate Professor, Social Work
Ph.D., University of Chicago, 2014
Behavioral health policy and services, Medicaid reform, organizational

George Theoharis, Professor
Ph.D., University of Wisconsin-Madison, 2004
Educational leadership, inclusive education, teacher preparation

Susan Thomas, Associate Professor
Ph.D., University of Pennsylvania, 2013
Anthropology of education, international education; migration studies; South Asian diasporas

Qiu Wang, Professor
Ph.D., Michigan State University, 2010
Research methods; educational assessment, program evaluation, human-computer interaction

Xiafei Wang, Associate Professor, Social Work
Ph.D., Ohio State University, 2019
Adverse childhood experiences, mentalization, resilience

Julia M. White, Associate Professor
Ph.D., Syracuse University, 2007
Inclusive education and students with complex support needs, disability social justice, atrocity studies, disability studies, inclusive education

Louise C. Wilkinson, Distinguished Professor of Education, Psychology and Communication Sciences
Ed.D., Harvard University, 1974
Language and literacy learning, teacher preparation, education policy, research methods

Brittany Williams, Assistant Teaching Professor
Ph.D., James Madison University, 2020
Counseling, clinical supervision, human development

Courses

American Sign Language

ASL 600 Selected Topics (1-6 Credits)

School of Education

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

ASL 601 American Sign Language I for Professional Practice (3 Credits)*School of Education*

Introduction to American Sign Language as a living, unique language underlying Deaf culture in the US. Vocabulary and grammar for basic conversations. For students with no or minimal signing skills.

ASL 602 American Sign Language II for Professional Practice (3 Credits)*School of Education*

Continuing development of skills developed in ASL I. Vocabulary, receptive and expressive skills to engage in spontaneous conversations and tell stories in ASL.

Advisory recommendation Prereq: ASL 601

ASL 603 American Sign Language III for Professional Practice (3 Credits)*School of Education*

Building on ASL I and II, students will develop ability to converse in ASL, tell stories and narratives, and think critically about Deaf culture and ASL in a variety of contexts.

Advisory recommendation Prereq: ASL 602

Cultural Foundations of Education**CFE 500 Selected Topics (1-6 Credits)***School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

CFE 600 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

CFE 621 History of Education in the United States (3 Credits)*School of Education*

History of educational institutions from the Puritan colonies to the present. Factors that led to the development of the unique system of education in the United States.

CFE 640 Inequality and Intergroup Relations in Education (3 Credits)*School of Education*

Examines theory, research, and practice important for intergroup relations in education, within context of racial, ethnic, and class inequalities in broader U.S. society. Covers conceptual foundations and frameworks for social justice education and intergroup dialogue.

CFE 641 Schooling and Violence (3 Credits)*School of Education*

Cross-listed with EDU 641

Double-numbered with EDU 441

The history and causes of school violence. Describes prevention and intervention strategies and involves students conducting original research on school violence.

CFE 644 Schooling & Diversity (3 Credits)*School of Education*

Double-numbered with CFE 444, WGS 444

Construction of diversity (race, ethnicity, gender, nationality, class, disability, sexual orientation) in schools. Emergence of inequalities based on difference in pedagogy and curriculum. Student resistance in relation to cultural diversity. Teaching for empowerment.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Ethics and Integrity (<https://coursecatalog.syracuse.edu/shared-competencies/ethics-and-integrity/>)

CFE 645 Indigenous Knowledge, Identity, and Learning (3 Credits)*School of Education*

Double-numbered with CFE 445

Examination of issues encountered by Indigenous/Native peoples in education and in society. Exploration of how Indigenous oral histories challenge dominant historical and contemporary narratives about Indigenous peoples. Additional work required for graduate students.

CFE 650 Culture, Power, and International Education (3 Credits)*School of Education*

Theories and practices of international education. Situating international education in broader contexts of colonization, empire-building, and global power, addresses its contested meanings and implications.

CFE 662 Youth, Schooling and Popular Culture (3 Credits)*School of Education*

Cross-listed with WGS 662

Double-numbered with CFE 362, WGS 362, SOC 361

Positioned where school, media, and youth cultures intersect. How schools and media represent "good" and "bad" youth, and how youth negotiate schools and popular cultures. Includes theories of popular culture and adolescence. Additional work required of graduate students.

Shared Competencies: Civic and Global Responsibility (<https://coursecatalog.syracuse.edu/shared-competencies/civic-and-global-responsibility/>); Information Literacy and Technological Agility (<https://coursecatalog.syracuse.edu/shared-competencies/information-literacy-and-technological-agility/>)

CFE 670 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

CFE 682 Crossing Borders: The Global Politics of Migration, Education, and Belonging (3 Credits)*School of Education*

Using interdisciplinary approach with emphasis on educational anthropology, explores cultural and educational politics of migration. Establishes conceptual grounding and considers global perspectives on key themes including educational desires and futures, cultural citizenship, displacement, labor, and violence.

CFE 690 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

CFE 700 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

CFE 710 Critical Whiteness Theory and Education (3 Credits)*School of Education*

This course examines a small but growing body of philosophical scholarship that critically engages whiteness in order to better understand white subjectivity, white complicity, white resistance to knowing, and white agency. Educational implications of this scholarship are emphasized.

CFE 725 Gender and Race in Higher Education (3 Credits)*School of Education*

Cross-listed with HED 725, WGS 725

Examines the influence of gender and race in historical and contemporary higher education from interdisciplinary perspective; considers dynamics of power, privilege, and oppression; includes topics related to student and faculty experiences, and curricular issues.

CFE 775 Gender, Sexuality, and Disability (3 Credits)*School of Education*

Cross-listed with DSP 775

Interdisciplinary course, explores points of contact and conflict between feminist theory and disability studies. Embodiment, representation, and voice explored from a variety of disciplines and genres.

CFE 776 Gender, Education & Culture (3 Credits)*School of Education*

Cross-listed with WGS 776, DSP 776

How gender is culturally constructed in American society with particular reference to education broadly conceived; how race and social class influence gender analysis.

CFE 800 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

CFE 821 Historiography in Education (3 Credits)*School of Education*

Historiographic grounding for historical research methods. Seminar on the traditional categories, methods, and tools of historical research. Using student-generated topics, the seminar explores the consequences of common methodological choices.

CFE 880 International Course (1-12 Credits)*School of Education*

Offered through SUAbroad by educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution's practice. SUAbroad works with the S.U. academic department to assign the appropriate course level, title, and grade for the student's transcript.

Repeatable

CFE 970 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

CFE 990 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. Repeatable

Counseling**COU 575 Orientation to Substances of Abuse (3 Credits)***School of Education*

Common substances of abuse. Origin, distribution and sale, use, methods of ingestion, effects, legitimate uses, and other features. Foundation course for other curricular offerings in substance-abuse counseling.

COU 585 General Counseling Methods (3 Credits)*School of Education*

For non-majors, introduces students to fundamental components of the practice of counseling for application in a variety of professional settings. This course cannot be used to waive a required course for a master's program in Counseling and Human Services.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>)

COU 600 Selected Topics in Counseling (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

COU 612 Professional Orientation & Ethical Practice (3 Credits)*School of Education*

The historical development of counseling, legal and ethical issues, professional identity, and professional counseling roles and practices in various settings.

COU 614 Group Work in Counseling (3 Credits)*School of Education*

Principles of group dynamics, group developmental stage theory, leadership styles, and group leadership methods, with a focus on the integration of practice and theory in multiple group contexts. Course includes student participation in a within-class group experience. Permission of instructor.

COU 615 Principles and Practices in Rehabilitation Counseling (1-3 Credits)*School of Education*

Roles of rehabilitation counselors in a variety of settings and the implications of disability as it relates to counseling people with disabilities. Study of various topics as they relate to rehabilitation counseling.

COU 624 Theories of Counseling (3 Credits)*School of Education*

Counseling theories: their psychological assumptions, the therapeutic process inherent in each, and the expected outcomes of successful counseling.

COU 626 Social and Cultural Dimensions of Counseling (3 Credits)*School of Education*

Theory and research related to counseling persons of different cultural identities. A broad definition of cultural as premise for increasing student awareness and knowledge of how culture affects the counseling process.

COU 628 Life-Span Human Development (3 Credits)*School of Education*

Developmental theory and research pertaining to change and consistency across the lifespan. Focus on the facilitation of human development for persons of varying background and experience. Application of developmental principles to counseling practice.

COU 642 Career Development (3 Credits)*School of Education*

The meaning of work for individuals and within cultural contexts; theories of career development; using computers in career counseling; vocational decision making; and career counseling strategies for working with diverse populations including persons with disabilities.

COU 644 Counseling Prepracticum (3 Credits)*School of Education*

Introduction to counseling skills and techniques, including assessment, relationship building, goal setting, and therapeutic intervention. Extensive use of video and audio taping of role-played counseling interactions. Permission of instructor.

COU 645 Counseling Prepracticum II: Advanced Multicultural Counseling Skills (3 Credits)*School of Education*

Clinical and case conceptualization skills for working with diverse populations. Race, ethnicity, culture, gender, sexual orientation, ability, and religion, with focus on applicability for counseling practice. Advisory recommendation Prereq: COU 644; Coreq: COU 626

COU 646 Assessment in Counseling (3 Credits)*School of Education*

Analysis and interpretation of selected interest and personality tests, as well as assessment environments. Synthesis of comprehensive case data and report writing in educational, vocational, and general counseling. Assessment of individuals and families.

COU 651 Crisis Counseling (3 Credits)*School of Education*

Review of the theory, history and practice of crisis counseling. Emphasis is placed on the study of techniques and interventions appropriate for use in a variety of crisis situations.

COU 672 Counseling Children and Adolescents (3 Credits)*School of Education*

Specialized knowledge, skills, and awareness necessary for counseling children and adolescents within individual, group, and family counseling modalities. Developing a therapeutic relationship and implementing effective interventions.

COU 675 Substance Abuse Counseling (3 Credits)*School of Education*

Biological, psychological, and social factors contributing to chemical dependency. Overview of different theoretical approaches to substance abuse counseling. Discussion, demonstration, and practice of counseling strategies for prevention and intervention.

COU 678 Child Centered Play Therapy (3 Credits)*School of Education*

Theoretical and applied philosophical understanding of child-centered play therapy. Reflective listening, tracking, limit setting, selecting props, structuring sessions, identifying themes, using consultation, etc., to conduct individual, dyadic, group and filial therapy. Cross-cultural relationships.

COU 690 Independent Study (1-6 Credits)*School of Education*

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. Repeatable

COU 700 Selected Topics in Counseling (1-6 Credits)*School of Education***COU 725 Vocational Placement Philosophies and Methods (1-3 Credits)***School of Education*

Study of employer attitudes, client preparation for placement, the counselor's role in the placement process. Emphasis on placement techniques, traditional and innovative. Group techniques, importance of follow-up. Job classifications and job analysis.

COU 727 Foundations of Mental Health Counseling (3 Credits)*School of Education*

Roles, functions, and contexts for mental health counselors working in community agencies. A review of dimensions, interventions, and characteristics of agencies serving diverse populations. Foundations of mental health consultation, prevention, and program evaluation.

COU 729 The Counselor in the Schools (3 Credits)*School of Education*

Roles and functions of school counselors. Analysis of the history, development, implementation and evaluation of school counseling programs, K-12.

COU 739 School Counseling for College Access and Retention (3 Credits)*School of Education*

School counseling related knowledge, skills, and awareness necessary for college access. Use of the American School Counselor Association National Model to influence P-12 students, families, schools, colleges and the entrepreneurial admissions sector.

COU 749 Leadership and School Counseling Program Implementation (3 Credits)*School of Education*

Critical issues in schools. Implementation of comprehensive K-12 developmental school counseling program: models, strategies, and interventions to work effectively as school counselors at different school levels. School counseling majors only.

Advisory recommendation Prereq: COU 729 and Coreq: COU 790

COU 750 Practicum in Counseling (3 Credits)*School of Education*

A one-semester, 100-hour, clinical placement to advance the student's counseling skills. Video or audio taping at the practicum site is required for supervision. Students receive weekly individual and group supervision on campus.

Repeatable 2 times for 6 credits maximum

Advisory recommendation Prereq: COU 624 and 644

COU 758 Research Methods (3 Credits)*School of Education*

Methods, strategies, and issues related to research. Includes evaluating knowledge claims, quantitative and qualitative research designs, statistical analyses, and research ethics. Critical review of the professional literature for application to professional practice.

COU 790 Internship in Counseling (3-6 Credits)*School of Education*

A supervised field placement in a school, agency, college, or rehabilitation setting during which students assume the varied roles of counselor.

Weekly individual supervision and group supervision are required.

Internships must meet all accreditation guidelines.

Repeatable 2 times for 6 credits maximum

Advisory recommendation Prereq: COU 750

COU 800 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

COU 805 Design and Evaluation of Counseling Programs (3 Credits)*School of Education*

Fundamentals of designing, implementing, and evaluating counseling programs to achieve specific ends. Individual field project in area relevant to the student's program of study is included. Course is planned to provide context for student C.A.S. projects.

COU 820 Practicum in Clinical Supervision (3 Credits)*School of Education*

Experience in the clinical supervision of student counselors. For post-master's counselors.

Repeatable 2 times for 6 credits maximum

COU 860 Advanced Practicum in Counseling (3 Credits)*School of Education*

Supervised counseling experience for doctoral students. Intended to expand skill sets and level of ability through involvement in complex and diverse counseling situations Empirically supported treatment is emphasized.

Repeatable 2 times for 6 credits maximum

COU 872 Advanced Theory and Practice in Group Work (3 Credits)*School of Education*

An advanced graduate course that reviews seminal contributions to group work as well as current research trends. Includes supervised experience in facilitating personal growth groups. Permission of instructor.

COU 874 Theory and Practice of Clinical Supervision (3 Credits)*School of Education*

Major conceptual approaches, methods, and techniques; evaluation; and ethical and legal issues. Strategies for working with supervisees representing diverse backgrounds, developmental levels, and learning styles. Supervised practice opportunities included.

Repeatable 2 times for 6 credits maximum

COU 876 Ecological Issues in Counselor Education & Supervision (3 Credits)*School of Education*

Client, professional, and student issues as embedded within multiple and interrelated systems, including political and economic structures. Culturally relevant pedagogy, counseling, research, leadership, and supervision. For doctoral students only.

COU 878 Seminar in Counseling Theory (3 Credits)*School of Education*

Examines psychological theory construction, compares various theoretical formulations of the counseling process, and emphasizes participants' critical analysis of how such theories relate to one's personal theoretical orientation and counseling practice. Theories representing distinct literatures within counseling are included. Permission of instructor.

COU 880 Topical Seminar in Counseling (3-9 Credits)*School of Education*

Special problems in counseling and counselor education.

COU 882 Seminar in Professional Issues (3 Credits)*School of Education*

Designed for advanced graduate students, this course explores key issues currently faced by counselors, supervisors, and counselor educators. Topics are identified through a review of current professional literature.

COU 884 Counselor Education Pedagogy: Experiential and Constructivist Practices (3 Credits)*School of Education*

Instructional theories, methods, and teaching practices relevant to counselor education including assessment and evaluation will be discussed, compared, critiqued, and applied. An increased emphasis will be placed on experiential and constructivist approaches. Doctoral level seminar.

COU 910 Doctoral Research Seminar (0-3 Credits)*School of Education*

Issues related to identifying research questions, research design, implementation, dissemination, and review. Specific topics to be discussed are determined jointly by faculty and students to ensure relevance to research development needs of participants. May not be repeated for credit.

Repeatable 3 times for 9 credits maximum

COU 950 Doctoral Internship (0-6 Credits)*School of Education*

Students must be engaged in internship experiences involving counseling, clinical supervision, and teaching over the course of their doctoral study. Individual and group supervision are required as part of internship.

Repeatable 4 times for 12 credits maximum

COU 970 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

COU 990 Independent Study (1-6 Credits)*School of Education*

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department.

Repeatable

Disability Studies

DSP 500 Selected Topics (1-6 Credits)

School of Education

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

DSP 600 Selected Topics: Disability Studies Program (1-6 Credits)

School of Education

Repeatable

DSP 614 Critical Issues in Dis/Ability and Inclusion (3 Credits)

School of Education

Social construction of disability and special education. Disability autobiographies, research literature, parent narratives, legal/policy issues, shifting notions and cultural context of disability, and school and community inclusion. Review of disability classifications as they relate to these issues.

DSP 621 Sociology of Disability (3 Credits)

School of Education

Sociological perspectives on disability treatment approaches, and social policy toward the disabled. Personal and public forms of stereotyping, prejudices, and discrimination.

DSP 632 Disability, Technology, and New Media (3 Credits)

School of Education

Trends and issues in Internet technologies and new media that affect people with disabilities. Constructions of ability/disability in mediated contexts.

DSP 652 Assistive Technologies for Integrating Students with Special Needs (3 Credits)

School of Education

Cross-listed with SPE 652

Development of integrative technologies and strategies that can be functional in both educational and work environment. Support and adaptation for individuals with physical, educational, and language challenges.

DSP 657 Deafness and Disability (3 Credits)

School of Education

Double-numbered with DSP 357

Examines the relationship between deaf and disability studies and explores deafness as both a social construction and an identity. Current and controversial issues in d/Deafness and disability. Additional work required of graduate students.

DSP 678 Universal Design and Critical Access Studies (3 Credits)

School of Education

This interdisciplinary course explores the foundations, principles, and application of Universal Design. Focus on critical examination of the values underlying common approaches to access/accessibility and the methods of achieving access.

DSP 690 Independent Study (1-6 Credits)

School of Education

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

DSP 700 Selected Topics (1-6 Credits)

School of Education

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

DSP 710 Bodies and Spaces (3 Credits)

School of Education

This interdisciplinary graduate seminar will explore relationships between bodies, land, the state, and the law utilizing recent scholarship in critical race studies, feminist and sexuality studies, disability theories, and indigenous studies.

DSP 724 Representation of Ability and Disability (3 Credits)

School of Education

Constructions, meanings, and markers of ability/disability. How representation relates to educational research and practice.

DSP 775 Gender, Sexuality, and Disability (3 Credits)

School of Education

Cross-listed with CFE 775

Interdisciplinary course, explores points of contact and conflict between feminist theory and disability studies. Embodiment, representation, and voice explored from a variety of disciplines and genres.

DSP 776 Gender, Education & Culture (3 Credits)

School of Education

Cross-listed with CFE 776, WGS 776

How gender is culturally constructed in American society with particular reference to education broadly conceived; how race and social class influence gender analysis.

DSP 800 Selected Topics (1-6 Credits)

School of Education

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable 6 times for 6 credits maximum

DSP 900 Selected Topics (1-6 Credits)

School of Education

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

DSP 990 Independent Study (1-6 Credits)

School of Education

Repeatable

Education Leadership

EDA 600 Selected Topics (1-6 Credits)

School of Education

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

EDA 670 Experience Credit (1-6 Credits)

School of Education

Repeatable

EDA 690 Independent Study (1-6 Credits)

School of Education

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

EDA 700 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

EDA 712 Leadership for Diverse Learners and Communities (3 Credits)*School of Education*

Introduction to the roles and challenges of leaders in public education. Themes include implementing equity practices, serving diverse student populations, developing school visions, and collaborative Permission of instructor.

EDA 722 Curriculum and Instructional Leadership for Equity and Excellence (3 Credits)*School of Education*

Addresses issues and trends affecting curriculum and instructional leadership in American schools, and how leaders promote culturally responsive pedagogy, integration of literacy development across the curriculum, equity, and high levels of achievement for all learners.

Advisory recommendation Prereq: EDA 712

EDA 732 Leadership for Adult Development (3 Credits)*School of Education*

Roles of educational leaders in the professional development and supervision of adults in school systems, pre-kindergarten through 12th grade. Educational Leadership core.

Advisory recommendation Prereq: EDA 712

EDA 737 Collective Bargaining in Public Education (3 Credits)*School of Education*

Conceptual frameworks pertaining to negotiations. Social psychology, political science, and organizational conflict. Concepts integrated through simulated negotiations, presentations, commentaries, observational feedback, and references to the literature.

EDA 738 Professional Development in Schools (3 Credits)*School of Education*

Cross-listed with EDU 738

Effective models for personal and professional growth. Skills for designing, implementing, evaluating, and supporting staff development processes. Historical, organizational, political, interpersonal, and cultural contexts.

EDA 746 School-Community Relations (3 Credits)*School of Education*

Two-way process of integrating school and community through school development and community development; the "community school."

EDA 752 Leadership for Organizational and Institutional Development (3 Credits)*School of Education*

Roles of educational leaders in developing structures and processes promoting learning. Theoretical and research bases of educational organization practices. Educational Leadership core. Addresses the roles of school leaders in developing, maintaining, and improving school structures and processes that support the continuous learning of all children and adults, including relationships with families and schools' various external constituencies.

Advisory recommendation Prereq: EDA 712

EDA 762 Leadership for Inclusive Schooling (3 Credits)*School of Education*

Addresses the roles of school leaders in developing and managing systems that provide effective and inclusive education to students with diverse needs, including students with disabilities, English language learners, and students facing other learning challenges

Advisory recommendation Prereq: EDA 712

EDA 772 Issues and Practices in Building Leadership (3 Credits)*School of Education*

Exploration of the functions of school principals, focusing on how they can balance different roles and promote high expectations and respect for all students, collaboration among staff and families, and effective management of resources.

Advisory recommendation Prereq: EDA 712

EDA 780 Workshop in Educational Administration (1-3 Credits)*School of Education*

Repeatable

EDA 782 Issues and Practices in District Leadership (3 Credits)*School of Education*

Exploration of the roles of school superintendents and other district leaders, focusing on how they oversee various technical functions, mediate relationships with external authorities and constituencies, and provide needed support for teaching and learning.

Advisory recommendation Prereq: EDA 712

EDA 792 Legal Basis of Education (3 Credits)*School of Education*

School law as set forth in the common law, state and federal constitutions, statutes, judicial decisions, and the rules and regulations of state departments and local units of administration.

EDA 800 Selected Topics (1-3 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

EDA 888 School District Leader Internship (4 Credits)*School of Education*

This internship experience will provide candidates with practical administrative and supervision experience at the district level under direction of a district administrator and an educational leadership faculty member. Related seminars are also required. Prerequisite- Completion of the Principal Preparation Pilot Program.

EDA 890 Seminar in Educational Leadership (1-3 Credits)*School of Education*

Seminar for doctoral students in educational leadership. Includes theory to practice in educational leadership as well as scaffolding requirements of the doctoral degree.

Repeatable 11 times for 12 credits maximum

EDA 899 Internship in School District and Building Leadership (1-4 Credits)*School of Education*

Practical administrative experience at school building and district levels under direction of administrators at each level and an educational leadership faculty member. Related seminars also required. Minimum 15 credits in program courses must be completed before internship.

Repeatable 4 times for 6 credits maximum

EDA 900 Selected Topics (3 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.
Repeatable

EDA 970 Experience Credit (1-6 Credits)*School of Education*

Repeatable

EDA 990 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.
Repeatable

Education (General)**EDU 500 Selected Topics (1-6 Credits)***School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.
Repeatable

EDU 508 Student Teaching (2-15 Credits)*School of Education*

Supervised teaching experience in pre-kindergarten through twelfth grade settings, with required seminars and conferences. Matriculated teacher preparation students only. Repeated as program requires. Variable length experiences earn V-grade until complete, leading to P or F grade. Prerequisites and credits vary by program. Offerings may vary each semester.

Repeatable

Shared Competencies: Communication Skills (<https://coursecatalog.syracuse.edu/shared-competencies/communication-skills/>); Ethics and Integrity (<https://coursecatalog.syracuse.edu/shared-competencies/ethics-and-integrity/>)

EDU 516 Equitable Assessment for Inclusive Classrooms (3 Credits)*School of Education*

Exploration of equitable, inclusive, and antiracist perspectives on assessment. Use of formal and informal approaches to document growth for students with and without disabilities, evaluate instructional effectiveness, and adjust curriculum and instruction.

Coreq: EDU 520

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Communication Skills (<https://coursecatalog.syracuse.edu/shared-competencies/communication-skills/>); Information Literacy and Technological Agility (<https://coursecatalog.syracuse.edu/shared-competencies/information-literacy-and-technological-agility/>)

EDU 520 Inclusive Student Teaching (12 Credits)*School of Education*

Supervised full-day student teaching in 2 classrooms, 35-days each, 1 special education, 1 general education in content and grade level matching certification area. Instructional planning, teaching, assessment. Matriculated teacher preparation students only. Topics vary.
Prereq: EDU 420 Coreq: EDU 516

EDU 522 Social Studies and Democracy: The Reconstruction of Education (3 Credits)*School of Education*

Relationship of social studies education to US democracy. Forces shaping our thinking about and understanding of history, politics, social issues, etc. Civic education's role in creating an active citizenry. Critical social theory around social studies related issues; current issues in the field of social studies.

Shared Competencies: Civic and Global Responsibility (<https://coursecatalog.syracuse.edu/shared-competencies/civic-and-global-responsibility/>); Information Literacy and Technological Agility (<https://coursecatalog.syracuse.edu/shared-competencies/information-literacy-and-technological-agility/>)

EDU 535 Quality Infant Care Giving (2-3 Credits)*School of Education*

Cross-listed with HFS 535

Workshop. Research theories and demonstrations of infant/toddler care, development, and assessment; group care, legal and budgeting issues, and work with parents.

EDU 600 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.
Repeatable

EDU 601 Methods and Practice in Teaching Art (4 Credits)*School of Education*

Double-numbered with EDU 301

Immersion in arts instructional responsibilities. Focus on developing emergent approaches to K-12 arts pedagogy. Initiates development of meaningful instructional repertoires and practices; teacher-learner dialogue techniques; classroom management strategies. Includes teaching Saturday art workshops. Additional worked required of graduate students.

EDU 602 Methods and Curriculum in Teaching Art (4 Credits)*School of Education*

Double-numbered with EDU 302

Focuses on creating visual culture and culturally responsive curriculum and assessment units for first-year professional practice; interdisciplinary perspectives; values, ethics, and policy approaches for de-emphasizing prevailing "school art" paradigms. Includes teaching Saturday art workshops.

EDU 603 Introduction to Qualitative Inquiry (3 Credits)*School of Education*

This introductory course explores what it means to engage in inquiry qualitatively. It deploys a transdisciplinary approach to consider the theoretical, philosophical, and political questions and sensibilities at the heart of the interpretivist qualitative tradition.

EDU 604 World Music and the Interdisciplinary Curriculum (3 Credits)*School of Education*

Cross-listed with MUE 604

Examination of historical and social perspectives of world music in diverse cultural contexts. Strategies for teachers to develop and facilitate interdisciplinary curricula through examination of materials and resources featuring music from around the world.

EDU 606 Understanding Learning and Teaching (4 Credits)*School of Education*

Explore personal and professional constructs related to learning and teaching diverse students; understand theory construction; develop an emerging practical theory. Consider the contexts of schools and communities. Includes field placement.

EDU 610 The American School (3 Credits)*School of Education*

Double-numbered with EDU 310

Issues that impinge on teachers, teaching, and schools in today's society. May not be repeated for credit.

EDU 611 Assessment in Music Education (1 Credit)*School of Education*

Cross-listed with MUE 611

Examines a diverse selection of assessment methods for student learning within music education settings. Strategies for future instruction planning; instructional adaptations based on data gathered through teacher-created assessment tools.

EDU 616 Understanding Educational Research (3 Credits)*School of Education*

Cross-listed with HED 616

For master's degree and beginning doctoral students who have had little, if any, exposure to research methods. Quantitative and qualitative methods are studied in the context of education.

EDU 621 Behavior Techniques in Music Education (3 Credits)*School of Education*

Double-numbered with EDU 421

Behavior techniques in classroom and rehearsal situations. Development of music task-analysis skills and reinforcement techniques. Learning goals in music for children of different ages and abilities.

EDU 622 International Education for Transformation (3 Credits)*School of Education*

Double-numbered with EDU 321

Theories of international development applied to international education. How nationalism, race, gender, culture, and class shape educational opportunity. Cultural and social transformation strategies. Additional work for graduate students.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Civic and Global Responsibility (<https://coursecatalog.syracuse.edu/shared-competencies/civic-and-global-responsibility/>)

EDU 631 American Sign Language for Professional Practice (2 Credits)*School of Education*

An introduction to the language and culture of the American Deaf community. Basic conversational skills and vocabulary. History of the American Deaf community.

EDU 632 American Sign Language II for Professional Practice (2 Credits)*School of Education*

Further development of skills in American Sign Language. Conversational idioms and vocabulary. Translation of stories, poems and songs. Continued discussion of American Deaf culture
Advisory recommendation Prereq: EDU 631

EDU 636 Social Studies Methods and Curriculum (3 Credits)*School of Education*

Double-numbered with EDU 336

This course will provide students with the opportunity to explore the methods and content needed to plan and teach culturally responsive social studies units to all students (with and without disabilities). Additional work required of graduate students.

Shared Competencies: Civic and Global Responsibility (<https://coursecatalog.syracuse.edu/shared-competencies/civic-and-global-responsibility/>); Communication Skills (<https://coursecatalog.syracuse.edu/shared-competencies/communication-skills/>); Ethics and Integrity (<https://coursecatalog.syracuse.edu/shared-competencies/ethics-and-integrity/>)

EDU 637 Science Methods and Curriculum (3 Credits)*School of Education*

Double-numbered with EDU 337

Planning lessons and units for science, focused on scientific practices, disciplinary core ideas, and cross-cutting concepts. Emphasizes anti-racist and inclusive instruction that supports the development of students; agency, identity, and authority as sense makers in the classroom. Additional work required of graduate students.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Communication Skills (<https://coursecatalog.syracuse.edu/shared-competencies/communication-skills/>); Information Literacy and Technological Agility (<https://coursecatalog.syracuse.edu/shared-competencies/information-literacy-and-technological-agility/>)

EDU 638 Mathematics Methods and Curriculum (3 Credits)*School of Education*

Double-numbered with EDU 438

Develop an ambitious vision for inclusive and antiracist mathematics instruction; learn to support students in developing mathematical thinking, reasoning, and communication; understand mathematics curriculum and pedagogical strategies to actively engage students in doing mathematics. Additional work required of graduate students.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Ethics and Integrity (<https://coursecatalog.syracuse.edu/shared-competencies/ethics-and-integrity/>)

EDU 641 Schooling and Violence (3 Credits)*School of Education*

Cross-listed with CFE 641

Double-numbered with EDU 441

The history and causes of school violence. Describes prevention and intervention strategies and involves students conducting original research on school violence.

EDU 647 Introduction to Quantitative Research (3 Credits)*School of Education*

The fundamental concepts, basic techniques, and logic of quantitative analysis in education and social science. Introductory inferential statistical methods covered include chi-square, t-test; basic ANOVA, correlation and multiple correlation.

EDU 655 Education Tests and Measurements (3 Credits)*School of Education*

Basic theory under-lying construction, evaluation, and use of educational tests. Construction and evaluation of achievement tests. Guided practice in test construction and test score analysis.

EDU 660 Field Workshop (3-6 Credits)*School of Education*

For elementary- and secondary-school administrators and teachers to work in their own schools toward improvement of their programs. Staff members available to give continual or periodic direction and consultation. Further information may be obtained from the Extended Campus Office, Syracuse University, Huntington Hall, Syracuse NY 13244. Repeatable

EDU 664 Creating Safe and Peaceful Schools (3 Credits)*School of Education*

Focus on building caring, secure, and nurturing learning communities and creating classroom and school climates that encourage student focus, productivity, and cooperation. Positive approaches for supporting individual students and helping them to manage conflict (e.g., self-determination, peer mediation).

EDU 670 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. Repeatable

EDU 690 Independent Study (1-6 Credits)*School of Education*

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department. Repeatable

EDU 700 Special Topics in Education (1-6 Credits)*School of Education*

Special topics of current interest in the field of professional education for depth study by graduate students. Repeatable

EDU 720 Topics in Mathematics and Science Education (3 Credits)*School of Education*

The course uses problem solving activities, research, and theories to develop mathematical and scientific models or arguments as tools for exploring and solving problems relevant to STEM learning. Repeatable 1 times for 6 credits maximum

EDU 725 Current Research on Teaching (3 Credits)*School of Education*

Political, historical, and methodological aspects of elementary and secondary schools. Skills in analysis, synthesis, and criticism developed.

EDU 727 Curriculum Studies (3 Credits)*School of Education*

Curriculum decision making as a function of the school's role in society. Theory and research in human growth and learning. Models of organization and instruction.

EDU 737 Quantitative Research Design (3 Credits)*School of Education*

Seminar addresses key issues, strengths, and limitations of various quantitative research designs, and integrates design with theory, sampling, measurement, and statistical analysis, using examples from the research literature in students' program areas. Advisory recommendation Prereq: EDU 647

EDU 738 Professional Development in Schools (3 Credits)*School of Education*

Cross-listed with EDA 738

Effective models for personal and professional growth. Skills for designing, implementing, evaluating, and supporting staff development processes. Historical, organizational, political, interpersonal, and cultural contexts.

EDU 748 Theory and Practice in Mentoring Teachers (3 Credits)*School of Education*

Concepts and practices in mentoring among teachers. Induction programs at the state and local levels. Programs as part of professional development. Qualities and skills of mentors.

EDU 760 Workshop in Education (1-6 Credits)*School of Education*

For teachers, administrators, and other school personnel to work on campus toward solution of specific problems in elementary and secondary education in their schools. Each workshop has a core or central theme. Parallel to EDU 660. Repeatable

EDU 778 Narrative Inquiry in Research and Creative Practice (3 Credits)*School of Education*

An exploration of the use of narrative methods in research and creative practice. Conducted in the form of a creative workshop, participants will learn to decode stories as data, and construct experiential data as stories.

EDU 781 Addressing Systemic Racism in Education (3 Credits)*School of Education*

Analyzes racial inequities in education with a focus on engaged scholarship and educational change through multi-disciplinary perspectives, analyses, and findings. Students will develop knowledge, positions, and proposals of local concern and broader significance.

EDU 791 Advanced Seminar in Quantitative Research Methods I (3 Credits)*School of Education*

Reviews, integrates and extends concepts and techniques from introductory statistics and research design. Focuses on intermediate-level statistical techniques including AVOVA, multiple regression, discriminant analysis, and path analysis. Training in SPSS using extant data sets. Student must have completed a graduate course in statistics. Advisory recommendation Prereq: EDU 647

EDU 792 Advanced Practicum/Apprenticeship in Quantitative Research II (3 Credits)*School of Education*

Consolidates and refines previous training in quantitative research design, statistical procedures, and computerized data analysis (using the SAS package) in the context of closely supervised research projects that fulfill Ph.D. apprenticeship and Ed.D. practicum requirements. Advisory recommendation Prereq: EDU 791

EDU 800 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

EDU 801 Introduction to Educational Research & Inquiry (3 Credits)*School of Education*

Introductory course focusing on knowledge, skills, and dispositions required for doctoral study and educational inquiry. Examines a wide range of innovative educational research approaches that offer critical insights toward promoting equitable education.

Repeatable 2 times for 6 credits maximum

EDU 810 Advanced Seminar in Qualitative Research I (3 Credits)*School of Education*

Cross-listed with SOC 811, WGS 812

Expand fieldwork skills and increase theoretical understanding: emphasis on "thinking qualitatively;" intensive fieldwork.

Advisory recommendation Prereq: EDU 603/SOC 614

EDU 815 Advanced Seminar in Qualitative Research II (3 Credits)*School of Education*

Cross-listed with SOC 812

Applications to issues of special education and related educational or human service settings.

Advisory recommendation Prereq: EDU 810 or SOC 811 or WGS 812

EDU 820 Program Development in Teacher Education (3 Credits)*School of Education*

Theoretical models, experimental programs. Historical perspective on recent innovative movements. Development in local pre-service/in-service program.

EDU 822 Assessment of Teaching (3 Credits)*School of Education*

Issues and concepts in assessment of teaching and teachers. Skill and experience developed from political, psychological, and sociological perspectives.

EDU 824 Practices, Problems, and Prospects in the Field of Teacher Education (3 Credits)*School of Education*

Continuum of practices: recruitment preparation, induction, continuing professional development. Developing a frame of reference regarding teacher education.

EDU 833 Critical Curriculum Theory (3 Credits)*School of Education*

Radical traditions in curriculum theory in the Americas and Europe. Critical, radical, and progressive approaches concerned with issues of power, language access, justice, and equity. Critical theorists, feminists, multiculturalists, culturally relevant pedagogues, and post-structuralists.

EDU 835 Learning Theories in Education (3 Credits)*School of Education*

Cross-listed with MTD 835

Examination of cognitive science, constructivism, social cognition, and other learning theories and their influence on how educators view learning and have conducted research about learning.

EDU 841 The Nature and Design of Inquiry (3 Credits)*School of Education*

Cross-listed with IDE 841

Overview of social, academic, and psychological aspects, including fundamental mental abilities of inquiry. Introduction to full range of quantitative and qualitative inquiry strategies and practice in research topic identification, problem formation, and study design.

EDU 843 Pre-Dissertation Seminar (3 Credits)*School of Education*

Advanced discussion of problem formation, literature review, study design, and professional context of instructional research; support in preparation of dissertation research proposal.

EDU 886 Multivariate Research Methods (3 Credits)*School of Education*

Discussion and critique of multivariate research methods, designs, and strategies as applied in contemporary educational research. Practical applications in multivariate research design, implementation, and interpretation of data.

EDU 888 Structural Equation Modeling and Factor Analysis (3 Credits)*School of Education*

An introduction to structural equation modeling (SEM) and factor analysis (FA), and the uses of these approaches in scientific research.

Advisory recommendation Prereq: EDU 791 or EDU 886

EDU 890 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

EDU 900 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

EDU 910 Current Scholarship in Teaching and Leadership (3 Credits)*School of Education*

Seminar in current scholarly work of teaching and leadership faculty. Topics, interests, research. Methods and approaches. Forms of publication and exhibition. Matriculation at doctoral level.

Repeatable 2 times for 6 credits maximum

EDU 915 Teaching and Leadership for Social Justice (3 Credits)*School of Education*

Doctoral seminar exploring the writing of classic and contemporary educators who have had significant impact on the development of educational thinking, policies, and practices that promote democratic schooling and social justice.

EDU 970 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing.

Repeatable

EDU 990 Independent Study (1-6 Credits)*School of Education*

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department.

Repeatable

EDU 991 Problems in Educational Research (1-6 Credits)*School of Education*

For qualified students who wish to pursue individual problems under faculty direction, particularly problems in those fields not served by a special research course.

EDU 997 Thesis (1-6 Credits)*School of Education*

Repeatable

EDU 999 Dissertation (1-15 Credits)*School of Education*

Repeatable

Elementary Education**EED 537 Methods and Materials in Teaching Science in the Elementary School (3 Credits)***School of Education*

Place of science in the elementary school. Useful materials for teachers and pupils. Recent research on science methods and curriculum. Current trends.

EED 556 M&M/Soc/Studies/Elem/Sch (3 Credits)*School of Education*

Nature of the social studies. Objectives in teaching. Testing program. Activity program in social studies. Social studies curriculum in the elementary school.

EED 600 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

EED 601 Strategies for Inclusive Education I (2 Credits)*School of Education*

Developing a classroom community, responding to diversity issues, and strategies for promoting cooperative, interactive education. Admission to the M.S./childhood education (1-6) preparation program.

EED 621 Elementary Mathematics Methods and Curriculum I (2 Credits)*School of Education*

Integration of theory, research, and practice in teaching and learning of mathematics. Examination of programs' scope, sequence, and materials. Design and evaluate inclusive lessons and units including differentiated instruction and adaptations. For Childhood Preparation program students only.

EED 622 Elementary Mathematics Methods and Curriculum II (1 Credit)*School of Education*

A continuation of EED 621. Integration of theory, research, and practice in teaching and learning of mathematics. Examination of programs' scope, sequence, and materials. Design and evaluate inclusive lessons and units including differentiated instruction and adaptations.

EED 624 Elementary Language Arts Methods and Curriculum (3 Credits)*School of Education*

Design, implementation, and evaluation of programs for learners with and without handicaps. Relationships among the language arts and the role of oral and written language in personal, educational, social, and vocational development. Field experience. Student must be admitted to first professional block.

EED 625 Elementary Reading Methods and Curriculum (3 Credits)*School of Education*

Decision making processes related to methods and materials used during reading instruction. Formulation of lesson plans, teaching, evaluation for children with and without handicaps. Understanding of comprehension processes. Field experience teaching. Students must be admitted to first professional block.

EED 640 Participation in the Professional Development School (0-1 Credits)*School of Education*

Cross-listed with SED 640

Double-numbered with SED 340

Individual involvement in research, discussion and decision making with teachers, university faculty, and colleagues who are members of the Professional Development School Cadres and Academies.

Repeatable 8 times for 8 credits maximum

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Communication Skills (<https://coursecatalog.syracuse.edu/shared-competencies/communication-skills/>)

EED 643 The Parent/Caregiver-Professional Partnership (3 Credits)*School of Education*

Approaches to developing strong relationships with parents and caregivers to enhance the young child's development and strengthen the parent-child bond. Brazelton Touchpoints® Approach and other skills for collaborating with families regarding typical and atypical development.

EED 644 Meeting the Needs of Middle School Students (3 Credits)*School of Education*

Cross-listed with SED 644

Overview of unique learner and interpersonal characteristics of early adolescents and the design of middle school models responsive to their educational needs. Content includes school and community support models for young teenagers in transition from elementary to secondary level.

EED 645 Curriculum and Methods for Middle School (3 Credits)*School of Education*

Cross-listed with SED 645

Designed to address the learner characteristics of the early adolescent. Includes practice in applications of innovative strategies and interdisciplinary teaming. Requires concurrent enrollment in EED/SED 646 which can be waived for full-time teachers with permission of instructor.

Advisory recommendation Prereq: EED/SED 644; Coreq: EED/SED 646

EED 646 Practicum in Middle Schooling (1-2 Credits)*School of Education*

Cross-listed with SED 646

Required field experience to accompany EED/SED 645 for students not currently teaching at middle school level. Includes instruction of innovative lesson plan in one content area and participation in team planning and teaching a thematic unit.

Advisory recommendation Coreq: EED/SED 645

EED 650 Curriculum Workshop (3 Credits)*School of Education*

Opportunity for teachers, supervisors, and administrators to work on curriculum problems or interests arising in their schools.

Repeatable

EED 654 Teaching Mathematics, Science and Social Studies in Early Childhood Special Education (3 Credits)*School of Education*

Basic concepts and strategies for teaching mathematics, science, and social studies to preschool and primary age (K-2) children.

EED 690 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

EED 700 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

English Language Learners**ELL 600 Selected Topics (1-6 Credits)***School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

ELL 615 Linguistics for Teachers of English Language Learners (3 Credits)*School of Education*

Classroom-oriented applications of linguistic concepts for effective teaching of English language learners, including: Phonology, morphology, syntax, semantics, pragmatics. Sociolinguistic, psycholinguistic, and cognitive-science principles included pertaining to teaching and learning of second languages.

ELL 625 Methods of Teaching Literacy to English Language Learners (3 Credits)*School of Education*

Planning and executing activities for standards-based classroom instruction and assessment that integrates English language skills, developing classroom resources and standards-based assessment measures for students learning English as another language, includes 25-hour field experience.

ELL 635 Methods of Literacy Across the Curriculum for English Language Learners (3 Credits)*School of Education*

Developing strategies, techniques and materials for teaching speaking, reading, writing, and communication skills in English to speakers of other languages through content areas, planning for, managing and implementing standards-based content instruction for English language learners' understanding of content area, includes 25-hour field experience.

ELL 645 Issues in Educating English Language Learners (3 Credits)*School of Education*

Integration and synthesis of the concepts, principles, trends in research methods and issues in language and literacy education for English language learners; to include research, practice, and policy concerns.

ELL 655 Teaching English Language Learners Practicum and Capstone Seminar (6 Credits)*School of Education*

Supervised field placement in two separate settings, Pre K-6 and Grades 7-12 classrooms, during which students provide instruction to English language learners and assume other roles of an ESL teacher. This course can be taken only after successful completion of all other courses in the program.

Higher Education**HED 500 Selected Topics (1-6 Credits)***School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

HED 600 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

HED 601 Graduate Interest Group Seminar (0 Credits)*School of Education*

Linking seminar for the learning community in the Higher Education master's program. Provides orientation to graduate school and the department, socialization with peers and faculty, and integration of coursework.

HED 605 The American College and University (3 Credits)*School of Education*

Contemporary American higher education - objectives, institutions, faculties, curriculum, organization and administration, relations with society; major historical influences and current practices. Basic course for students planning further study in higher education.

HED 611 Laboratory in Learning Communities (3 Credits)*School of Education*

Hands-on experience that requires students to examine the purpose, research, and diverse organizational structures of interdisciplinary learning communities at local, regional, and national levels.

HED 616 Understanding Educational Research (3 Credits)*School of Education*

Cross-listed with EDU 616

For master's degree and beginning doctoral students who have had little, if any, exposure to research methods. Quantitative and qualitative methods are studied in the context of education.

HED 617 Intercollegiate Athletics in Higher Education (3 Credits)*School of Education*

The emergence of intercollegiate athletics in higher education. The academic, socio-cultural, economic, and political benefits and costs. Reform initiatives, athletic governance, and oversight processes impacting athletic policies, advising practices, and support services.

HED 618 College Student Athletes (3 Credits)*School of Education*

Understanding college student-athletes based on theories of development and college student diversity including gender, sexual orientation, race, ethnicity, disability, international status and preparation. Complexities, challenges and opportunities for student-athletes. Examination of eligibility, advising and support practices.

HED 621 Principles and Practices of Student Affairs Administration (3 Credits)*School of Education*

Historical, developmental, and philosophical bases of Student Affairs administration. Organization, development, administration of college and university programs that fall under the jurisdiction of student affairs. Roles and responsibilities of student affairs officers.

HED 664 Administrative Principles and Practices for Higher Education (3 Credits)*School of Education*

Theories of leadership; models of personnel selection, motivation, and evaluation; staff problems, job stress, and burnout.

HED 670 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

HED 690 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

HED 700 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

HED 712 Research on the College Student (3 Credits)*School of Education*

Identifies issues research has addressed; helps students locate data sources and instruments for use in future studies. Theories of student development applicable to research on college students.

HED 715 Public Policy and Higher Education (3 Credits)*School of Education*

Effects of public policy on the functioning of institutions. Applies models of decision making processes to real and hypothetical issues.

HED 720 Seminar in Higher Education (3 Credits)*School of Education*

Specialized study and discussion of a specific topic in the theory and/or practice of higher education. Course topics will vary.

Repeatable 2 times for 6 credits maximum

HED 721 College Student Development I (3 Credits)*School of Education*

Examines theories of human development with relevance to college students' psychosocial, cognitive, moral, and spiritual development. Course explores self-awareness of development, nature and process of change, role of college environments, and theory to practice.

HED 722 College Student Development II (3 Credits)*School of Education*

Examines theories of human development with specific relevance to college students in the areas of racial, ethnic, gender, and sexual identity development. Roles of structural oppression, college environment, and theory to practice are explored.

HED 725 Gender and Race in Higher Education (3 Credits)*School of Education*

Cross-listed with CFE 725, WGS 725

Examines the influence of gender and race in historical and contemporary higher education from interdisciplinary perspective; considers dynamics of power, privilege, and oppression; includes topics related to student and faculty experiences, and curricular issues.

HED 730 Internship in Higher Education (1-6 Credits)*School of Education*

Supervised field experiences and related seminar. For matriculated graduate students who are considering an administrative position in a higher education setting. Permission of instructor.

Repeatable 3 times for 9 credits maximum

HED 741 The Academic Program (3 Credits)*School of Education*

Historical and philosophical forces that shaped curriculum in higher education; current practices and policies of the curriculum; factors influencing development and implementation of academic programs.

HED 742 Evaluation and Learning in Higher Education (3 Credits)*School of Education*

Ways of evaluating the status and progress of individual students and the effectiveness of college courses and programs.

HED 755 Legal Issues in Higher Education (3 Credits)*School of Education*

Legal issues arising from the relationship between higher education institutions and their governing boards, administrators, faculty, students, and governmental bodies.

HED 761 Organization and Administration in Higher Education (3 Credits)*School of Education*

Organizational structure of colleges and universities. Models of organizational functioning, adaptation, decline, governance, and culture. Leadership in colleges and universities.

HED 800 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

HED 820 Doctoral Seminar in Higher Education (3 Credits)*School of Education*

Specific topic in the theory and/or practice of higher education. Course topics will vary.

Repeatable 2 times for 6 credits maximum

HED 849 Seminar in College Instruction (3-6 Credits)*School of Education*

Readings and discussions of teaching and learning theories, observations of exemplary college instructors, design of courses and syllabi.

HED 870 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

HED 890 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

HED 970 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

HED 989 Research Seminar in Higher Education (3 Credits)*School of Education*

Methods of conducting research; review of topics most frequently researched in higher education. Design of dissertation proposal.

HED 990 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

Instructional Design, Development, and Evaluation**IDE 500 Selected Topics (1-6 Credits)***School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

IDE 552 Digital Media Production (3 Credits)*School of Education*

Use of new media tools to develop digital instructional media. Includes introduction and instruction on contemporary and emerging media development tools, including graphics, video editing, web design, and mobile technology.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Information Literacy and Technological Agility (<https://coursecatalog.syracuse.edu/shared-competencies/information-literacy-and-technological-agility/>)

IDE 600 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

IDE 611 Technologies for Instructional Settings (3 Credits)*School of Education*

Students gain knowledge, skills and experiences with a variety of information and communication technologies relevant to educational contexts, create instructional materials and resources, and examine critical issues related to information technologies used in instructional settings.

IDE 621 Principles of Instruction and Learning (3 Credits)*School of Education*

Theories of learning and instruction, factors affecting human learning, youth through adult, with implications for the design and management of instruction.

IDE 631 Instructional Design and Development I (3 Credits)*School of Education*

Major aspects of instructional design and development emphasizing learning outcomes, instructional objectives, and strategies in the context of theory and practice. Emphasis on knowledge and skills required to create instructional design rationale.

IDE 632 Instructional Design and Development II (3 Credits)*School of Education*

Instructional design and development theory and practice. The knowledge and skills required to select, revise, and apply instructional development models.

IDE 641 Techniques in Educational Evaluation (3 Credits)*School of Education*

Applied, programmatic techniques for evaluating educational/training programs and projects. Units focus on planning, client relations, problem analysis, data collection and analysis, reporting, evaluation management, and ethics.

IDE 651 Message Design for Digital Media (3 Credits)*School of Education*

Combines message design theory with basic technology skills development to create technology-based or enhanced instructional materials.

IDE 656 Computers as Critical Thinking Tools (3 Credits)*School of Education*

Double-numbered with IDE 456

Integrating computer technology applications into instruction to promote critical thinking in learners. Multiple software tools are explored and instructional applications developed. Additional work required of graduate students.

IDE 670 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

IDE 680 Internship and Fieldwork in Educational Technology (1-9 Credits)*School of Education*

Designed to provide students with practical experience in the application of technology to education in school and business settings. Cooperative work coordinated by the instructor with a site supervisor is required.

Repeatable

IDE 690 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

IDE 700 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

IDE 712 Analysis for Human Performance Technology Decisions (3 Credits)*School of Education*

Cross-listed with TRF 775

Addresses analytical techniques used to determine educational or training program solutions. Participants examine human behavior and the role that instruction can have in changing behavior on the job and in society.

IDE 736 Motivation in Learning and Instruction (3 Credits)*School of Education*

Theories of motivation relevant to the design, development, implementation, and evaluation of instructional systems. Learning and performance environments are reviewed, analyzed, and applied. Methods to make instructional processes personally relevant and meaningful.

IDE 737 Advanced Instructional Design (3 Credits)*School of Education*

Capstone course. Additional learning experience helping students develop confidence in their role as designers. Students will storyboard, critique, enhance, and evaluate an instructional unit while learning about advanced design techniques.

IDE 741 Concepts and Issues in Educational Evaluation (3 Credits)*School of Education*

Major theoretical approaches to evaluation of educational products, personnel, projects, programs and policies are reviewed, analyzed, and critiqued. Pragmatic implications for educational and social policy, as well as evaluation practice are highlighted.

IDE 742 Introduction to Survey Research (3 Credits)*School of Education*

Provides knowledge and skills in basic survey design, sampling, instrument construction, data collection, and ethics of questionnaire and interview surveying.

IDE 756 Design of Online Courses (3 Credits)*School of Education*

Double-numbered with IDE 457

Explore, design, and critique online instruction; study online instructor and learner competencies; create guidelines for interactivity and resources uses in online courses; experience asynchronous and synchronous, individual and collaborative online activities. Additional work required of graduate students.

IDE 761 Strategies in Educational Project Management (3 Credits)*School of Education*

Management tactics, skills, procedures, and tools for planning and administering educational projects. Includes planning, implementing, maintaining, and closing projects; investigating project management issues on scope, changes, and quality.

IDE 764 Planned Change and Innovation (3 Credits)*School of Education*

Social change in education, models of the change process, diffusion and implementation strategies. Case study analyses in schools and higher education and other organizational settings.

IDE 771 Methods and Techniques for Teaching and Training Adults (3 Credits)*School of Education*

Philosophy, research, and practice in teaching/ training adults. Workshop provides opportunities to improve up-front delivery style and to try out different instructional methods, techniques, and strategies.

IDE 772 Educational Technology in International Settings (3 Credits)*School of Education*

Issues arising in application of instructional principles, strategies, and processes in international settings. Impact of educational technology reforms around the world; issues and challenges in designing multicultural learning; social aspects of instructional design, development, evaluation.

IDE 800 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

IDE 830 Doctoral Seminar in Design and Development (3 Credits)*School of Education*

As new technologies emerge, new instructional design research and practice issues arise. Advanced seminar investigating and discussing models and research topics in the area of instructional design and development.

IDE 831 Knowledge Management in Instructional Design (3 Credits)*School of Education*

Knowledge management systems. Design, development, and implications of learning and performance solutions that integrate knowledge management systems technology. Demonstration of knowledge management technologies. Project-centered.

IDE 841 The Nature and Design of Inquiry (3 Credits)*School of Education*

Cross-listed with EDU 841

Overview of social, academic, and psychological aspects, including fundamental mental abilities of inquiry. Introduction to full range of quantitative and qualitative inquiry strategies and practice in research topic identification, problem formation, and study design.

IDE 850 Doctoral Seminar in Conducting Literature Reviews (3 Credits)*School of Education*

Develop advanced knowledge in student's field of study through the process of learning how to conduct a literature review; learn how to successfully communicate and defend understanding of study area. Repeatable 2 times for 6 credits maximum

IDE 880 Adv Seminar/Sel Top (1-6 Credits)*School of Education*

Repeatable

IDE 900 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

IDE 970 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. Repeatable

IDE 980 Internship and Fieldwork in Instructional Technology (1-9 Credits)*School of Education*

Practical experience in administration of instructional technology programs. Cooperative work under the direction of a supervisor and faculty advisor. Involvement in all aspects of the school's instructional-technology program.

Repeatable

IDE 990 Independent Study (1-6 Credits)*School of Education*

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department.

Repeatable

IDE 999 Dissertation (1-9 Credits)*School of Education*

Repeatable 9 times for 9 credits maximum

Professional Physical Education**PPE 500 Selected Topics (1-6 Credits)***School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

Prereq: BIO 216 and 217

PPE 542 Fitness and Wellness in the Corporate, Private & Academic Sectors (3 Credits)*School of Education*

Developing, implementing, and evaluating health/fitness programs emphasizing businesses and public agencies. Topics include types of programs, philosophical issues, weight control, exercise, nutrition, stress management, facility design, and administration/management of health/fitness programs.

PPE 580 International Course (1-12 Credits)*School of Education*

Offered through SUABroad by educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution's practice. SUABroad works with the S.U. academic department to assign the appropriate course level, title, and grade for the student's transcript.

Repeatable

PPE 600 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

PPE 601 Graduate Seminar in Exercise Science (0 Credits)*School of Education*

Read and discuss current research in exercise science.

Repeatable 4 times for 0 credits maximum

PPE 670 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

PPE 690 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

PPE 700 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

PPE 762 Seminar: Contemporary Issues in Physical Education (3 Credits)*School of Education*

Ideas, issues, problems, and trends in physical education nationally and internationally. Developing strategies for enhancing progress or taking corrective action.

PPE 770 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

PPE 900 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

PPE 970 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

PPE 990 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

Reading and Language Arts**RED 500 Selected Topics (1-6 Credits)***School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

RED 511 Adolescent Literature (3 Credits)*School of Education*

Fiction, poetry, drama, and nonfiction that meet the emotional, intellectual and social needs and interests of young people in middle, junior high, and high schools. Personal reading as well as curriculum-related literature.

RED 512 Children's and Adolescent Literature (3 Credits)*School of Education*

This course will explore the history of, characteristics of, benefits of, and problems surrounding the genres of children's and adolescent literature. The course will familiarize students with a variety of texts written for children and young adults and give a historical and theoretical background for the teaching of literature.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Information Literacy and Technological Agility (<https://coursecatalog.syracuse.edu/shared-competencies/information-literacy-and-technological-agility/>)

RED 547 Children's Literature (3 Credits)*School of Education*

History of literature for children; selection of books for children of different age groups. Methods of stimulating interest in literature. Use of literature as part of reading program.

RED 600 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

RED 601 Literacy Across the Life Span (3 Credits)*School of Education*

Methods, materials, and application of research to the teaching of literacy for diverse learners. Instructional and assessment approaches to support the acquisition and development oral and written literacy proficiency, preschool to adult. Graduate standing.

RED 607 Issues in Multicultural Literacy (3 Credits)*School of Education*

Application of major concepts, principles, theories, and research related to the nature and role of culture to constructing learning environments that support students' cultural identities, language and literacy development, and content-area achievement.

RED 613 Teaching Comprehension (3 Credits)*School of Education*

Theory, research-based concepts, instruction, materials, assessment, and programs for teaching comprehension. Integrated into the course are an emphasis on instructional coaching and using technology to promote comprehension development.

RED 614 Teaching 21st Century Writers In and Out of School (3 Credits)*School of Education*

Writing theory, research, and practice for youth in and beyond school contexts. Highlights spaces in urban schools and communities that encourage the creative writing practices of today's youth. Includes 25 hours of fieldwork in community.

RED 615 Teaching Academic Writing in K-12 Classrooms (3 Credits)*School of Education*

Provides opportunities for students to construct concepts, acquire skills, and explore issues related to teaching, assessing, and providing leadership around academic writing for a wide range of learners in K-12 classrooms.

RED 616 Academic Language and Reading (3 Credits)*School of Education*

Research-based concepts, instruction and materials, assessment, and programs for developing academic language and reading in grades five through twelve. For subject-area teachers, literacy specialists, and other educators interested in adolescent literacy.

RED 621 Literacy Intervention for Special Educators, Grades K-12 (3 Credits)*School of Education*

Current research, issues, and practices in literacy for special educators in grades K-12, with a particular focus on literacy intervention.

Advisory recommendation Prereq: (EED 624 and 625) or RED 625

RED 625 Literacy Across the Curriculum (3-4 Credits)*School of Education*

Double-numbered with RED 326

Language acquisition and literacy development for diverse learners. Instructional approaches, materials, and assessment techniques to foster reading, writing, speaking, and listening for thinking and communicating. Includes minimum 25-hour field placement. Adolescence and special subject preparation programs. Additional work required of graduate students.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Communication Skills (<https://coursecatalog.syracuse.edu/shared-competencies/communication-skills/>)

RED 626 Early Intervention for Children's Reading Problems (3 Credits)*School of Education*

Cross-listed with SPE 627

Research based instruction for prevention and remediation of reading difficulties. Focus on preschool and early elementary children at risk for reading problems, as well as older elementary children labeled learning disabled, reading disabled, or dyslexic.

RED 629 Data-Driven Early Literacy Intervention and Coaching (3 Credits)*School of Education*

Advanced research-based diagnostic assessment and intervention for learners with severe reading and writing disabilities. Includes 25+ hours of practice in diagnosis and treatment.

Advisory recommendation Prereq: RED 626/SPE 627

RED 670 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

RED 690 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

RED 700 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

RED 715 Language, Learning, and Literacy (3 Credits)*School of Education*

Seminar on relationships between oral and written language and learning; social influences on linguistic and cognitive development; socially interactive models of language learning and teaching.

RED 747 Literacy Clinic (6 Credits)*School of Education*

Supervised practice and seminar in diagnosing and tutoring students who struggle with reading and writing. Includes a 50-hour practicum. Advisory recommendation Prereq: RED 629

RED 749 Supervising Reading Programs (3 Credits)*School of Education*

Considers those aspects of effective school-wide and district-wide reading programs that relate to administrative and supervisory concerns and practices. Intended to promote the development of administrative/supervisory principles, policies, and priorities among public school personnel responsible for such programs.

RED 750 Practicum in Reading (3 Credits)*School of Education*

Development of reading programs in elementary and secondary schools. For training public school reading consultants. May be taken twice for credit.

Repeatable 2 times for 6 credits maximum

RED 800 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

RED 838 Organizing Reading Programs (3 Credits)*School of Education*

Demonstration teaching, development of in-service education in reading, roles of administrative staff and resource personnel in overall school reading programs. Research, current trends, and application in field service.

RED 900 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

RED 970 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. Repeatable

RED 990 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. Repeatable

Science Education**SCE 500 Selected Topics (1-6 Credits)***School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

SCE 590 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. Repeatable

SCE 600 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

SCE 613 Methods and Curriculum in Teaching Science (3 Credits)*School of Education*

Double-numbered with SCE 413

Planning lessons, developing broad units, planning curricula for science 7-12. Prereq: Admission to secondary candidacy semester. Advisory recommendation Coreq: SPE 612

SCE 670 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. Repeatable

SCE 690 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department. Repeatable

SCE 700 Special Topics (1-3 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

SCE 718 Curriculum Problems in Science (3 Credits)*School of Education*

For elementary and junior and senior high school teachers who wish to work on problems from their own classrooms. Instruction primarily on an individual basis. Students may build new units of work, outline science courses and sequences, or enrich existing courses.

SCE 789 Seminar in Science Education Research (3 Credits)*School of Education*

Scholarly literature in science education. Major problems in science education and their relevance to practice.

SCE 800 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester. Repeatable

SCE 970 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing. Repeatable

SCE 990 Independent Study (3 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.
Repeatable

Secondary Education**SED 500 Selected Topics (1-6 Credits)***School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.
Repeatable

SED 600 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.
Repeatable

SED 613 Methods and Curriculum in Teaching (3 Credits)*School of Education*

Double-numbered with SED 413

Lesson planning, developing broad units, planning curricula for specific grade levels and content areas under the guidance of major advisors in each teaching field.

Advisory recommendation Coreq: SPE 612

SED 621 Secondary School Curriculum (3 Credits)*School of Education***SED 625 Methods and Materials in Teaching the Social Studies (3 Credits)***School of Education*

Subject matter specialists from various fields of social studies are introduced to recent trends in these fields.

SED 627 Curriculum Building in the Social Studies (3 Credits)*School of Education*

Work individually and in small groups on actual curriculum problems from teaching situations in junior and senior high schools.

SED 633 Evaluation in the Social Studies (1 Credit)*School of Education*

Construction and administration of tests in social studies education. New York State Regents examination.

SED 640 Participation in the Professional Development School (0-1 Credits)*School of Education*

Cross-listed with EED 640

Double-numbered with SED 340

Individual involvement in research, discussion and decision making with teachers, university faculty, and colleagues who are members of the Professional Development School Cadres and Academies.

Repeatable 8 times for 8 credits maximum

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Communication Skills (<https://coursecatalog.syracuse.edu/shared-competencies/communication-skills/>)

SED 644 Meeting the Needs of Middle School Students (3 Credits)*School of Education*

Cross-listed with EED 644

Overview of unique learner and interpersonal characteristics of early adolescents and the design of middle school models responsive to their educational needs. Content includes school and community support models for young teenagers in transition from elementary to secondary level.

SED 645 Curriculum and Methods for Middle School (3 Credits)*School of Education*

Cross-listed with EED 645

Designed to address the learner characteristics of the early adolescent. Includes practice in applications of innovative strategies and interdisciplinary teaming. Requires concurrent enrollment in EED/SED 646 which can be waived for full-time teachers with permission of instructor.

Advisory recommendation Prereq: SED/EED 644; Coreq: SED/EED 646

SED 646 Practicum in Middle Schooling (1-2 Credits)*School of Education*

Cross-listed with EED 646

Required field experience to accompany EED/SED 645 for students not currently teaching at middle school level. Includes instruction of innovative lesson plan in one content area and participation in team planning and teaching a thematic unit.

Advisory recommendation Coreq: SED/EED 645

SED 660 Curriculum Workshop (2-6 Credits)*School of Education*

Experienced teachers and administrators work on secondary school curriculum problems. Each workshop has a core or central theme.
Repeatable

SED 670 Workshop in Social Studies Education (3-6 Credits)*School of Education*

Participation in a discipline- or subject-related experience. Students must be evaluated by written or oral reports or an examination. Limited to those in good academic standing.

Repeatable

SED 690 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

SED 700 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.
Repeatable

Special Education**SPE 500 Selected Topics (1-6 Credits)***School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.
Repeatable

SPE 520 Methods and Curricula in Early Childhood Special Education (3 Credits)*School of Education*

Curricula, program design, and teaching methods for educating infants and young children with disabilities.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>)

SPE 570 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

SPE 590 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

SPE 600 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

SPE 608 Autism Spectrum and Inclusive Education (3 Credits)*School of Education*

Current topics in research and practice related to autism spectrum disorder and inclusive schooling. Topics such as lessons from autobiographical accounts, literacy and numeracy, sensory awareness, movement disorder.

SPE 609 Teaching Children and Adolescents with Autism (3 Credits)*School of Education*

Double-numbered with SPE 409

Cognitive, social, and communication needs of children and adolescents with autism. Examines program development, behavioral management, and effective educational strategies for this population of students.

SPE 611 Perspectives on Disabilities (3 Credits)*School of Education*

Double-numbered with SPE 311

Overview of learner characteristics and supports for students with disabilities; problem solving processes for inclusive schools and communities. Weekly field experience getting to know an individual with a disability. Additional work is assigned for graduate students.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Ethics and Integrity (<https://coursecatalog.syracuse.edu/shared-competencies/ethics-and-integrity/>)

SPE 612 Adapting Instruction for Diverse Student Needs (3 Credits)*School of Education*

Double-numbered with SPE 412

Methods and materials to ensure that diverse student needs are met in classrooms. Focus on individual differences in learning, behavior, physical abilities, and emotional characteristics. Other differences will also be considered (e.g., race, gender). Additional work required of graduate students. Admission to a teacher preparation program.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>); Ethics and Integrity (<https://coursecatalog.syracuse.edu/shared-competencies/ethics-and-integrity/>)

SPE 613 Developmental Therapy for Children with Disabilities (3 Credits)*School of Education*

Integrated occupational/ physical therapy interventions and curricular modifications for children with special needs, ages birth to 5 years, in collaboration with early childhood special education planning.

SPE 615 Seminar in Teaching (1-2 Credits)*School of Education*

Opportunities for students to critically reflect upon their inclusive field experience. Emphasis on professionalism, collaborative problem solving (including classroom management), planning and implementing curriculum and teaching strategies and becoming a productive school change agent.

Repeatable 2 times for 3 credits maximum

Advisory recommendation Coreq: EDU 508

SPE 618 Augmentation of Communication in the Inclusive Classroom (3 Credits)*School of Education*

Supporting students who are users of augmentative and alternative communication in inclusive classrooms. Variety of communication approaches, systems, and devices. Academic, social, legal, and policy issues.

SPE 623 Families of Students with Disabilities (3 Credits)*School of Education*

Critical, contemporary issues affecting children and youth with special needs and their families.

SPE 627 Early Intervention for Children's Reading Problems (3 Credits)*School of Education*

Cross-listed with RED 626

Research based instruction for prevention and remediation of reading difficulties. Focus on preschool and early elementary children at risk for reading problems, as well as older elementary children labeled learning disabled, reading disabled, or dyslexic.

SPE 628 Educational Planning for Adolescents with Learning Disabilities (3 Credits)*School of Education*

Academic, social, and vocational needs of the learning disabled adolescent and young adult. Emphasis on the development of learning strategies that can be applied across content area subjects in mainstream classrooms.

SPE 633 The High-Risk Infant: Medical Treatment and Educational Interventions (3 Credits)*School of Education*

Major medical conditions of newborns, associated developmental delays and disabilities, and ethical issues of medical treatment in neonatal intensive care. Problems of preterm, full-term, and post-term infants. Current issues (e.g., substance abuse, HIV-AIDS).

SPE 634 Collaboration/Cooperation in Schools (3 Credits)*School of Education*

Formal specialized services and informal support networks that promote collaboration between teachers, administrators, therapists, paraprofessionals, students, families, and community members.

SPE 644 Significant Disabilities: Shifts in Paradigms and Practices (3 Credits)*School of Education*

Curriculum development, methods, materials, and instructional strategies, emphasizing inclusive settings. Discrimination encountered; history and experiences (e.g., eugenics, racial stereotypes, gender roles, and ideas of progress); perspective of those with significant disabilities.

SPE 649 Practicum in Significant Disabilities (1 Credit)*School of Education*

Field-based practicum with students with significant disabilities in inclusive settings.

Advisory recommendation Coreq: SPE 644

SPE 652 Assistive Technologies for Integrating Students with Special Needs (3 Credits)*School of Education*

Cross-listed with DSP 652

Development of integrative technologies and strategies that can be functional in both educational and work environment. Support and adaptation for individuals with physical, educational, and language challenges.

SPE 653 Positive Approaches to Challenging Behaviors (3 Credits)*School of Education*

Approaches for supporting elementary children with challenging behaviors. Conflict resolution, peer mediation, prosocial behavior, skill streaming, and cooperative learning.

SPE 665 Positive Behavior Supports in Secondary Schools (3 Credits)*School of Education*

Approaches to help support positive behavior in adolescents. Theories and characteristics of emotional and behavioral disabilities; historical perspective; current research; assessment techniques; effective strategies for schools, classrooms and individuals.

SPE 670 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

SPE 690 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

SPE 700 Selected Topics (0-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

SPE 705 Practicum in Psychoeducational Evaluation and Planning for Exceptional Children (3 Credits)*School of Education*

Working on a psychoeducational teaching laboratory team, students learn to evaluate and plan programs for youngsters with puzzling learning and/or behavioral difficulties using home and school observations, formal, informal, and curriculum-based assessment strategies.

SPE 706 Seminar in Early Childhood Special Education (3 Credits)*School of Education*

Key issues facing the field of early childhood special education.

Medical and environmental influences on development, teen pregnancy, substance abuse, current legislation affecting programs, and new approaches to early intervention.

SPE 724 Inclusive Professional Practices in Special Education (3 Credits)*School of Education*

Roles and responsibilities of special education teachers in inclusive schools. Essential skills and dispositions associated with quality inclusive practice, including professional standards, ethical principles, individualized educational planning, and research-based practices.

Advisory recommendation Prereq: SPE 612 or 412

SPE 727 Perspectives on Learning Disabilities (3 Credits)*School of Education*

Historical and current theoretical perspectives. Research related to factors that interfere with learning and its implications for instruction. For students in learning disabilities, special education, communicative disorders, rehabilitation, reading, and psychology.

SPE 800 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

SPE 900 Selected Topics (1-6 Credits)*School of Education*

Exploration of a topic (to be determined) not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Repeatable

SPE 970 Experience Credit (1-6 Credits)*School of Education*

Participation in a discipline or subject related experience. Student must be evaluated by written or oral reports or an examination. Permission in advance with the consent of the department chairperson, instructor, and dean. Limited to those in good academic standing.

Repeatable

SPE 990 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

SPE 997 Masters Thesis (0-15 Credits)*School of Education*

Social Work

SWK 600 Selected Topics (1-6 Credits)

School of Education

Exploration of a topic in social work, not covered by the standard curriculum, but of interest to faculty and students in a particular semester.

Repeatable

SWK 601 Fundamentals of Social Work Practice I (3 Credits)

School of Education

Preparation for beginning social work interventions. Theories of practice and rehearsal of problem solving and communication skills with individuals, families, and groups in client, target, and action systems.

Coreq: SWK 671 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 602 Fundamentals of Social Work Practice II (3 Credits)

School of Education

Design, implementation, and evaluation of intervention strategies in social work practice. Intervention with individuals, families, and groups in the context of agencies, organizations and communities.

Advisory recommendation Coreq: SWK 672

SWK 603 Social Work and the Human-Animal Bond (3 Credits)

School of Education

Double-numbered with SWK 403

Introduction to theory and research on the roles of human-companion animal relationships in social work and biopsychosocial well-being.

Additional work required of graduate students.

Shared Competencies: Scientific Inquiry and Research Skills (<https://coursecatalog.syracuse.edu/shared-competencies/scientific-inquiry-and-research-skills/>)

SWK 611 Social Welfare Policy and Services (3 Credits)

School of Education

Historical antecedents of social welfare policy, programs. Social work values, roles. Structure and organization of public and voluntary strategies for achieving economic security, health, and mental health welfare goals. Cultural, racial, ethnic, gender diversity. Policy analysis frameworks.

SWK 612 Social Services II (3 Credits)

School of Education

SWK 626 Persons in Social Context (3 Credits)

School of Education

Cross-listed with WGS 626

Assessment of behavior of diverse individuals, groups, and social systems. Applying concepts from the biological, behavioral, and social sciences in identifying and understanding forms and causes of behavior.

SWK 627 Introduction to Military Culture and Mental Health Practice (3 Credits)

School of Education

Double-numbered with SWK 427

Introduction to military culture and mental health practice with military service members, veterans, and their families. Classroom instruction on understanding military culture and providing clinically and culturally competent services. Additional work for graduate students.

Shared Competencies: Critical and Creative Thinking (<https://coursecatalog.syracuse.edu/shared-competencies/critical-and-creative-thinking/>)

SWK 628 Human Diversity in Social Contexts (3 Credits)

School of Education

Cross-listed with WGS 628

Diversity, including race, gender, sexual orientation, and selected topics. Examines individual, group, and institutional identity formation. Theories of biopsychosocial development, reference group affiliation, social stratification, oppression, and institutional discrimination. Implications for social work practice.

SWK 641 Divorce Mediation (3 Credits)

School of Education

Cross-listed with MFT 641

Basic theory and skills of divorce mediation. Includes introduction to conflict resolution theory, divorce law, financial planning, custody issues, and marital and family dynamics related to divorce.

SWK 643 Aging in the Context of Family Life (3 Credits)

School of Education

Cross-listed with HFS 643, SOC 643

Double-numbered with HFS 443, SWK 443, SOC 443

Overview of theory, research, and public policy concerning older adults and their families. Issues of relevance to aging families examined from multidisciplinary perspectives in the social and behavioral sciences. Extra work required of graduate students.

SWK 646 Sem Swk in Public Sch (3 Credits)

School of Education

SWK 657 Processes of Aging (3 Credits)

School of Education

Double-numbered with SWK 357

Intrinsic aging processes, changing needs, and characteristics of aging populations, and the impact of age related forces in American society, with special attention to aged groups disadvantaged by virtue of race, ethnicity, gender, sexual orientation, disability, and poverty. Additional work required of graduate students.

SWK 658 Practice and Policy in Adult Corrections (3 Credits)

School of Education

Double-numbered with SWK 458

Overview of adult corrections. Criminal justice policies related to ethnicity, poverty, gender. Substance use, health and disability, and violence are explored within the context of correctional setting and offender populations. Applications to social work practice.

SWK 662 Applied Research in Human Service Settings (3 Credits)

School of Education

Design and execution of research in human service settings. Proposal development, creation of quantitative and qualitative instruments, coding of data, computer-based data analysis, and production of research reports.

SWK 670 Experience Credit (1-6 Credits)

Social Work

Repeatable

SWK 671 Field Instruction I (3 Credits)

School of Education

Supervised practice experience to apply knowledge, social work principles, values, and methods and obtain increasing competence and skill for professional practice. No credit will be given for completion of only one semester of field work.

Coreq: SWK 601 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 672 Field Instruction II (3 Credits)

School of Education

Supervised practice experience to apply knowledge, social work principles, values, and methods and obtain increasing competence and skill for professional practice. No credit will be given for completion of only one semester of field work.

Prereq: SWK 671; Coreq: SWK 602 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 675 Field Experience Pre-Planning (0 Credits)

School of Education

Double-numbered with SWK 375

Pre-planning for matching and securing a field experience. Course facilitates access to the Tevera Internship experience system via BlackBoard.

Repeatable 4 times for 0 credits maximum

SWK 680 International Course (1-12 Credits)

School of Education

Offered through SUAbroad by educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution's practice. SUAbroad works with the S.U. academic department to assign the appropriate course level, title, and grade for the student's transcript.

Repeatable

SWK 682 Introduction to Equine Assisted Activities and Therapies (3 Credits)

School of Education

Double-numbered with SWK 482

Therapeutic use of horses with children and adults experiencing various physical, cognitive, and emotional challenges; nature of horses in healing; research on EAAT. Classroom instruction and experiential learning onsite with an established therapeutic horsemanship program. Additional work required of graduate Students.

SWK 689 Individualized Readings Program (3 Credits)

School of Education

Selected readings in social work and related fields under guidance of appropriate faculty.

SWK 690 Independent Study (1-6 Credits)

School of Education

In-depth exploration of a problem or problems. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor or instructors and the department.

Repeatable

SWK 700 Selected Topics (1-6 Credits)

School of Education

Exploration of a topic in social work not covered by standard curriculum, but of interest to second year graduate students and faculty in a particular semester.

Repeatable

SWK 703 Direct Service with the Elderly (3 Credits)

School of Education

Analysis of social work practice models/theories, and development of professional skills as they apply to practice problems confronted in work with the elderly.

Prereq: SWK 601, 602, 657 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 704 Social Planning and the Older American (3 Credits)

School of Education

Social planning and administration focused on issues related to services for older people at the local level. Skills required to design services, develop resources, formulate policies, and administer programs.

Prereq: SWK 602, 657 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 706 Social Work Practice in Health (3 Credits)

School of Education

The diversity of health and illness benefits and practices are examined and related to practice methods. Advanced theory-based practice skills are developed, applicable to developmental and diversity lifestyle variations.

Prereq: SWK 601 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 707 Short Term Intervention in Social Work (3 Credits)

School of Education

Development of advanced clinical skills in current empirically-supported brief interventions. Effectiveness and efficiency are stressed in the context of the common factors. Role plays, film, discussion, and video recorded practice facilitate skill development.

Prereq: SWK 601 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 709 Practice with Children, Adolescents and Families (3 Credits)

School of Education

Intervention models examined in the framework of family empowerment and advocacy for organizational change. Examines implications of diverse, culturally based child rearing practices for design of intervention strategies to strengthen and empower families.

Prereq: SWK 730 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 710 Topics in Advanced Social Work Practice and Policy (3 Credits)

School of Education

Developing issues and current trends. Shifting directions in social work practice and theory: methods, strategies, and techniques of intervention. Services to diverse populations. Developing issues and current trends. Shifting directions in social work practice, policy, and theory. Service models, techniques, and strategies of intervention for diverse populations. U.S. or international.

Repeatable 3 times for 9 credits maximum

SWK 711 Financial Management of Voluntary Social Agencies (3 Credits)

School of Education

Budget preparation, justification, and analysis. Role and functions of audits and legal reporting requirement. Link between budgeting and fund raising processes.

SWK 712 Clinical Social Work with Groups (3 Credits)

School of Education

Experiential seminar explores frameworks for therapeutic intervention with formed groups. Focuses on students' prior experience, aids in integration of new models and techniques into social work model for clinical work with groups. Requires concurrent work with short term group.

Prereq: SWK 601 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 714 Supervision, Consultation and Staff Development (3 Credits)*School of Education*

Functions, methods, and techniques of supervision and consultation within an organizational context. Design, implementation, and evaluation of staff development programs. Emphasis on overcoming barriers to multicultural groups and enhancing staff morale, motivation, and effectiveness.

Prereq: SWK 602 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 715 Administration in Human Services (3 Credits)*School of Education*

Organizational and administrative theories and principles are applied to a range of human services. Administrative issues related to effective delivery of services include job design, resource procurement and allocation, strategic planning, and quality management.

Prereq: SWK 602 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 718 Working with Animals in the Human Services: Observation and Practices (3 Credits)*School of Education*

Individual projects requiring intensive observation, study, or active participation in settings where animals are part of human service delivery. Linkage of theory and findings in research literature to social work practice.

Prereq: SWK 601 and SWK 603 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 724 Psychopathology (3 Credits)*School of Education*

Stressful processes of living, focusing on individual attitudinal and behavioral responses that may be maladaptive. Traditional mental health theories and classifications, and relevant perspectives from sociology, social psychology, and biology.

SWK 726 The Contemporary Native American Experience (3 Credits)*School of Education*

An American Indian perspective on individual and cultural development, designed for social work and human service professionals. Classroom and field work encompass traditions, human relations, social problems and oppression, with attending practice issues.

SWK 727 Family Violence: Policy, Practice and Research (3 Credits)*School of Education*

Examines family violence from a social work perspective. Integrated understanding of causation and intervention. Direct practice and policy issues. Role of research in the family violence field.

SWK 730 Family Systems Theory (3 Credits)*School of Education*

Exploration of foundational and current couple and family therapy theories as they relate to functional and dysfunctional interactions, and to the practice of Social Work with individuals, families and groups.

Prereq: SWK 626 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 732 Advanced Practice with Individuals, Families and Groups (3 Credits)*School of Education*

Application of systems thinking to advanced social work practice with individuals, families, and groups. Intervention with problems of aging, child welfare, health, mental health, and in the workplace.

Prereq: SWK 730; Coreq: SWK 771 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 733 Social Work Practice in Mental Health (3 Credits)*School of Education*

Advanced practice course in clinical social work concentration. Focuses on integration of knowledge in SW program, while including group therapy, cognitive behavioral therapy and professional use-of-self perspective.

Prereq: SWK 732 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 734 Feminist Social Work Practice (3 Credits)*School of Education*

How women's ways of being and knowing need to be addressed by social work practitioners. Examines and operationalizes feminist epistemology in a variety of social work settings.

Prereq: SWK 601 and Coreq: SWK 672, 771 or 772 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 735 Principles and Methods of Social Work Practice with Black Families (3 Credits)*School of Education*

Principles and methods in working with black families. Practice interventions are examined within a cultural context. Attention will be given to the historical underpinnings that have molded the black experience in America.

Prereq: SWK 601 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 736 Evidence-Based Approaches to Mental Health Treatment (3 Credits)*School of Education*

Evidence-based practices within recovery-oriented paradigm for treating individuals with serious mental illness. Focus on assessment, treatment outcomes, and translating research into practice.

Prereq: SWK 601 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 737 Strategies for Community Behavioral Health Practice (3 Credits)*School of Education*

Skills related to engagement and motivational enhancement for social work practice with individuals within community-based settings. Models: recovery-oriented practices, person-centered planning, motivational interviewing, and classroom experience involves interaction with agency practitioners.

SWK 738 Core Concepts in Trauma Treatment for Children and Adolescents (3 Credits)*School of Education*

Introduction of core concepts that inform evidence-based assessment and intervention with traumatized children and adolescents. Addresses the level of functioning of primary caregiving environments and assesses capacity of the community to facilitate restorative processes.

Prereq: SWK 601 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 739 Applied Neuroscience in the Human Services (3 Credits)*School of Education*

The course explores key findings in neuroscience and consideration of implications for human service practitioners across disciplines and settings. Enables integration of scientific findings, related controversies, and ethical issues into approach to practice and policy.

SWK 740 Treatment of Complex Trauma with Individuals (3 Credits)*School of Education*

Preparation for clinical practice with individuals who have experienced complex trauma. Current interventions for trauma treatment and factors involved in appropriate treatment selection are addressed.

SWK 742 Violence, Bullying, & Trauma: Clinical Perspectives (3 Credits)*School of Education*

Analysis of violence, bullying, harassment, hazing, and traumatic effects that result. A systems theory perspective is applied to organizations and to families. Evidence-based approaches for intervention and remediation are discussed.

SWK 743 Advanced Integrated Social Work Practice (3 Credits)*School of Education*

Principles, modalities, techniques of social work practice integrated across micro and mezzo levels. Advanced assessment, intervention and evaluation across systems, in community-based practice, through the context of mental health, child welfare, health, aging.

Prereq: SWK 601; Coreq: SWK 771 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 754 Death, Dying, and Terminal Illness (3 Credits)*School of Education*

Death, dying, terminal illness, and coping with trauma and loss as it impacts the individual, family, and identified social networks. Social work practice, theory, and ethics surrounding the dying process. Consideration of companion animals.

CoReq: SWK 601 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 761 Integrated Behavioral Health Policy (3 Credits)*School of Education*

Policies and programs for persons with behavioral health illnesses. Public policy, financing, service delivery systems, community-based, integrated care. Human rights, confidentiality, health disparities for under-served populations. Policy analysis, policy advocacy.

Prereq: SWK 611 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 763 Health Care Policy (3 Credits)*School of Education*

Present organization of health care services, development of government legislation, and regulation. Organization and growth of public and private services and their impact on special populations.

Prereq: SWK 611 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 765 Public Policy and Aging (3 Credits)*School of Education*

Identify social policy formulations relevant to the changing lifestyle of the elderly. Implications of such policies for the social institutions and delivery systems serving elderly persons and their families.

Prereq: SWK 611 Please review Class Notes within Class Search Results - Class Section > View Details

SWK 766 Seminar in International Social Welfare Policy and Social Work (3 Credits)*School of Education*

Cross-national comparisons.

Prereq: SWK 611 Please review Class Notes within Class Search Results - Class Section > View Details

SWK 768 Family & Child Welfare Policy (3 Credits)*School of Education*

Examines policies, programs affecting three groups of families and children: supportive services for all, target services for those at risk, and intensive interventions to protect children with acute problems. Measurement and political dimensions of policy making analysis.

Prereq: SWK 611 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 771 Field Instruction III (3 Credits)*School of Education*

Supervised practice experience in social agencies related to student's concentration choice. No credit will be given for only one semester of field work.

Coreq: SWK 732 or SWK 743 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 772 Field Instruction IV (3 Credits)*School of Education*

Supervised practice experience in social agencies related to student's concentration choice. No credit will be given for only one semester of field work.

Prereq: SWK 771 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 774 Proposal Writing and Program Development (3 Credits)*School of Education*

Planning, development, and funding of social service programs in both private nonprofit and public settings.

Advisory recommendation Prereq: SWK 602

SWK 775 Program Evaluation (3 Credits)*School of Education*

Evaluation of human service programs reflected in students' field placements. Evaluability assessment. Program description. Posing evaluation questions. Quantitative and qualitative methods of needs assessment, information management, process evaluation, outcome evaluation, cost analysis, reporting results.

Prereq: SWK 662; Coreq: SWK 771 or 772 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 776 Clinical Practice Evaluation (3 Credits)*School of Education*

Evaluation of clinical practice reflected in students' field placements. Principles of measurement. Single system design. Critical thinking in clinical decision making. Quantitative and qualitative methods of systematic self-evaluation, instrument design, data analysis.

Prereq: SWK 662; Coreq: SWK 771 or 772 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 777 Community Organization and Development (3 Credits)*School of Education*

Theoretical orientations and skills required for social work practice of community economic development in urban and rural settings.

Prereq: SWK 602 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 778 Policy Practice and Advocacy (3 Credits)*School of Education*

Social policy analysis, planning and advocacy knowledge, methods and skills applied to social reform and social change in health and welfare arenas.

Prereq: SWK 602 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 779 Seminar in Organizational Development and Leadership (3 Credits)*School of Education*

Theories, research, and practice models of organizational development and leadership. How organizations function and personal exploration of the self as change agent. Skills of analysis and synthesis for organizational change in public and nonprofit settings.

Prereq: SWK 771 and SWK 602 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 780 Dean's Seminar (3 Credits)*School of Education*

Repeatable

SWK 781 Alcohol and Other Drugs in Human Service Settings (3 Credits)*School of Education*

Introduces theory and practice strategies appropriate to understand and address alcohol and other drug problems among clients in various human services settings.

Prereq: SWK 601 Please review Class Notes within Class Search Results - Class Section > View Details.

SWK 784 Genetic Disorders and Social Support (3 Credits)*School of Education*

Human behavior and social environmental issues of families with a genetic disorder or birth defect. Genetic causes of birth defects. Implications for development of services.

SWK 785 AIDS: Social and Preventive Issues (3 Credits)*School of Education*

Studies policy and practice issues affecting individuals infected by human immunodeficiency virus (HIV). Examines nature of illness, its psychosocial sequelae, differential impact on ethnic/cultural groups in U.S., and strategies for ethnic sensitive practice.

SWK 789 Individualized Reading Program (1-4 Credits)*School of Education*

Selected readings in social work and related fields under guidance of appropriate faculty.

SWK 790 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

SWK 990 Independent Study (1-6 Credits)*School of Education*

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising instructor(s) and the department.

Repeatable

SWK 999 Dissertation (0-15 Credits)*School of Education*