

## FOUNDATIONS, LEADERSHIP AND POLICY STUDIES (FLPS)

*Professor Osterman, Chairperson 277 Hagedorn Hall*

*Professors Barnes, Kottkamp, Shakeshaft*

*Associate Professor Duarte*

*Assistant Professors Becker, Scott, Thompson*

### PROGRAMS

M.A.: Foundations of Education .....288	Ed.D.: Educational Administration .....280
M.S. Ed.: Educational Administration & Policy Studies.....278	C.A.S.: Educational Administration .....279
Foundations of Education .....288	Foundations of Education .....292

### EDUCATIONAL ADMINISTRATION (EADM)

The Department of Foundations, Leadership and Policy Studies offers three programs in educational administration: Master of Science in Educational Administration and Policy Studies, Certificate of Advanced Study in Educational Administration and the Doctor of Education in Educational Administration. As part of the Doctoral Program, students also receive a Professional Diploma in Educational Administration.

The Master of Science in Education in Educational Administration and Policy Studies is a program designed to provide a basic introduction to PreK-12 school administration and supervision for those students who work in settings such as independent schools who would like to pursue an advanced degree in educational administration, but who do not need New York State Administrative Certification.

The Certificate of Advanced Study (CAS) in Educational Administration is a basic introduction to school leadership and supervision that prepares students for entry level leadership and supervisory positions. Prerequisites include at least two years of certified PreK-12 teaching or pupil personnel experience and a master's degree. Completion of this program qualifies the student for the New York State School Administrator/Supervisor Certificate and the School District Administrator Certificate.

The Doctoral Program in Educational Administration is a three-phase administrative leadership preparation program. Integrating theory, research, and policy, it prepares educators to be critically oriented and self-aware agents actively working to support learning of children and youth.

Applications for admission are made to the Graduate Admissions Office. To be accepted into one of these programs the applicant must meet the admission requirements specified in the description of that program.

### MASTER OF SCIENCE IN EDUCATION: EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

*Professor Barnes, Graduate Program Director, (516) 463-5781, edadrb@hofstra.edu*

The program provides an interdisciplinary exploration of important policy issues in education and a basic introduction to educational leadership and supervision. This program is particularly well suited for those who work in independent schools, libraries, museums, publishing houses, or other non-traditional settings.

#### ADMISSION REQUIREMENTS (all to be typed):

1. Three Departmental Recommendation Forms.
2. A detailed resume of professional experiences.
3. A comprehensive statement of professional goals and objectives.

**PROGRAM REQUIREMENTS** (36 s.h.)

**Area 1. Administrative Strand: 16 s.h.**

EADM	260	Individuals in Organizations, 6 s.h.
	261	Schools as Social Organizations: Working With People, 6 s.h.
	264A	Framing Problems and Making Decisions, 4 s.h.

**Area 2. Policy Strand: 15 s.h.**

*Students must choose a minimum of 3 s.h. from each of the areas designated below:*

**A. Philosophical Foundations of Education**

FDED	200	Philosophy of Education, 3 s.h.
	210	Contemporary Educational Movements, 3 s.h.
	220	Aesthetic Education, 3 s.h.
	252	Ethics for Educators, 3 s.h.

**B. Historical Foundations of Education**

FDED	230	History of Education in the United States, 3 s.h.
	231	Childhood and Adolescence in Historical Perspective, 3 s.h.

**C. Social Foundations of Education and Policy Issues**

FDED	211	The School and Society, 3 s.h.
	247	The Family as Educator: Multicultural Dimensions, 3 s.h.
	270	Gender and Schooling: Implications for the Study and Administration of Schools, 3 s.h.

**Area 3. Teaching & Learning Strand: 3 s.h.**

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

**Area 4. Completion Projection: 2 s.h.**

EADM	351	Independent Study, 2 s.h.
------	-----	---------------------------

**CERTIFICATE OF ADVANCED STUDY: EDUCATIONAL ADMINISTRATION**

*Assistant Professor Thompson, Graduate Program Director, (516) 463-5749, edaegt@hofstra.edu*

**PROGRAM OVERVIEW**

A five-semester, 30-credit program designed for educators who are preparing for entry-level leadership positions in public schools, the Certificate of Advanced Studies qualifies students for the New York State School Administrator/Supervisor (SAS) and School District Administrator (SDA) certifications. The goal of the program is to prepare creative, flexible, visionary and reflective leaders with the skills necessary to facilitate and improve the quality of learning for all students. Towards this end, students complete the required sequence of courses as a learning community and engage in class and field-based experiential learning projects designed to develop important leadership skills. In addition to course work, administrative candidates complete three semesters of supervised internships in multiple settings, tailored to individual career objectives. The CAS program is also fully transferable to the Ed.D. program in Educational Administration.

**ADMISSION REQUIREMENTS**

Application for admission is made to the Graduate Admissions Office.

1. Applicants for the CAS must have at least two years of PreK-12 certified teaching or pupil personnel experience and possess a master's degree.
2. Applicants must demonstrate strong analytic ability and leadership potential.
3. Official transcripts.
4. Three completed department recommendation forms.
5. Current resume.
6. Statement of purpose for advanced study in context of personal and professional goals.

**PROGRAM REQUIREMENTS (30 s.h.)**

The program consists of 6 credits per semester for five continuous semesters (including summer). Course work typically begins in the fall semester. In the third, fourth, and fifth semesters, candidates combine course work and an administrative internship. A typical schedule is as follows:

Fall	EADM 260	Individuals in Organizations, 6 s.h.
Spring	EADM 261	Schools as Social Organizations: Working with People, 6 s.h.
Summer	EADM 262A	Understanding External Environments: Social, Political, Economic & Legal Contexts of Schools, 4 s.h.
	263	Administrative Internship I, 2 s.h.
Fall	EADM 264A	Framing Problems and Making Decisions, 4 s.h.
	265	Administrative Internship II, 2 s.h.
Spring	EADM 266	Education Program Development, Delivery and Assessment, 4 s.h.
	267	Administrative Internship III, 2 s.h.

**CERTIFICATION REQUIREMENTS**

Upon successful completion of educational programs, students will be eligible to apply for the University's recommendation for New York State Certification. All students who are recommended by Hofstra's Advisement and Certification Office must either attend seminars in Child Abuse and Maltreatment, Substance Abuse, Fire and Arson and Safe Schools Against Violence (Project SAVE) or provide documentation from an agency providing State registered seminars. Please contact the Advisement and Certification Office for information regarding the fingerprinting requirement and any other specific requirements regarding certification.

**DOCTOR OF EDUCATION (ED.D.): EDUCATIONAL ADMINISTRATION**

*Professor Kottkamp, Graduate Program Director, (516) 463-5763, edarbk@hofstra.edu*

**PROGRAM OVERVIEW**

The program in Educational Administration leading to the Doctor of Education (Ed.D.) degree is designed for those who wish to develop the conceptual understanding and analytical skills needed to provide transformative leadership in complex educational organizations. Emphasizing theory, research, and policy, the program provides an opportunity for candidates to work in learning communities with faculty to develop a deeper understanding of themselves as educators, leaders, policy makers, and policy advocates as they develop the knowledge and skills necessary to improve the quality of student learning through creative, flexible, visionary, humane, and ethical leadership.

**ADMISSION REQUIREMENTS**

Applicants must have completed a master's degree and submit the following materials, in addition to the application:

1. A detailed resume of professional and related experiences;
2. a statement of purpose for advanced study in context of personal and professional goals;
3. official transcripts of undergraduate and graduate study;
4. three Departmental Recommendation Forms;
5. a score at or above the 55th percentile on one of the following admissions examinations: Miller Analogy Test, GRE, GMAT, LSAT;
6. an interview with the Doctoral Director.

If accepted for matriculation, the student must have access to a computer, preferably a laptop, and e-mail.

**APPLICATION DEADLINE**

Core courses normally begin in fall, but applications are reviewed for admission throughout the year. To be considered for financial aid, applications must be received by May 1.

**PROGRAM REQUIREMENTS** (79 s.h. minimum)

The minimum course requirements for the doctorate is 79 hours beyond completion of a master's degree. Candidates may be required, however, to complete more than 79 hours upon the recommendation of departmental faculty. The doctoral program consists of three components.

**Phase I: Certificate of Advanced Study (30 s.h.)**

This phase qualifies eligible students for New York State Certification as School Administrator and Supervisor (SAS) and School District Administrator (SDA). Applicants who have completed an approved certification program at another university may transfer a maximum of 24 credits toward this requirement.

**Phase II: Advanced Professional Studies (40 s.h.)**

Requirements consist of the doctoral core, distributed and other electives. For distributed electives, candidates may choose from courses listed below, as well as special workshop offerings. Candidates complete core requirements as a learning community. In addition to course work, candidates must complete written competency requirements in Critical Analysis and Synthesis of Scholarly Work and Research Design and Analysis and also satisfy Residency requirements. Those who complete Phase II requirements are eligible to receive the Professional Diploma.

**Doctoral Core:**

- EADM 320-321 Exploring the Field of Educational Administration:  
An Introduction to Doctoral Studies, 3 s.h. each
- Research: A total of 16 credits is required in this area, including the following:*
- EADM 357&358 Applied Research in Educational Settings, 4 s.h. each
- Additional credits will be selected with advisement, 8 s.h.*

**Distributed Electives:** *Select one course from each area.*

**1. Philosophical and Personal Reflection on Leadership, 3 s.h.**

- EADM 257 The Reflective Administrator, 3 s.h.
- 259 The Administrator in Fiction, 3 s.h.
- FDED 200 Philosophy of Education, 3 s.h.
- 252 Ethics, 3 s.h.
- 257,258 Seminar: Philosophy of Education, 3 s.h. each

**2. School and Society**

- EADM 243 School Finance, 3 s.h.
- 244 School Law, 3 s.h.
- 258 Gender and Schooling: Implications for the Study and Administration of Schools, 3 s.h.
- FDED 221 Celebrating Humanity: Aesthetic Experience and Education in Global Perspective, 3 s.h.
- 230 History of Education in the United States, 3 s.h.
- 231 Childhood and Adolescence in Historical Perspective, 3 s.h.
- 232 Cross-Cultural Education: Comparative Perspectives, 3 s.h.
- 240 Urban Education, 3 s.h.
- 242 Foundational Perspectives in Multicultural Education, 3 s.h.
- 244 Seminar: Alternative Education, 3 s.h.
- 247 The Family as Educator: Multicultural Dimensions, 3 s.h.
- 248 Multicultural Education in the Metropolitan Area, 3 s.h.
- 255, 256 Seminar: Social Foundations of Education, 3 s.h. each

**3. Organizational Leadership**

EADM 245	Selected Issues in School Administration, 3 s.h.
325	Leadership and Education, 3 s.h.
380	Structure and Process in Educational Organizations, 3 s.h.
270/223	School Business Administration, 3-6 s.h.
280-289, A-Z	Advanced Workshops, 1-4 s.h.

**Other Electives: (9 s.h.)**

Selected with advisement from courses offered in the School of Education and Allied Human Services as well as from other graduate programs.

**Phase III: Doctoral Dissertation (9 s.h. minimum)**

Following completion of the Doctoral Oral Exam, A Self-Assessment of Personal Learning, candidates begin the final phase of the program, involving a minimum of nine credits. Initially, candidates work with faculty and peers to develop a dissertation study or project. The effort culminates in a presentation of the proposal (Doctoral Exam B) and the dissertation itself, upon its completion (Doctoral Exam C).

EADM 300	Doctoral Seminar, 3 s.h.
601	Dissertation Seminar, 3 s.h.
604	Dissertation Advisement, 3 s.h.

**ADDITIONAL PROGRAM REQUIREMENTS**

In addition to the course work and dissertation requirements, students will complete the following:

- A written competency examination consisting of two parts:
  - Competency in Critical Analysis and Synthesis of Scholarly Work
  - Competency in Research Design and Analysis
- Doctoral Oral Examination A: A Self-Assessment of Personal Learning
- Doctoral Plan of Residency
- Doctoral Examination B: Proposal Hearing
- Doctoral Examination C: Dissertation Oral

**GRADUATION REQUIREMENTS**

1. Completion of all program requirements.
2. A minimum grade point average of 3.0 in overall graduate course work.

**(EADM) COURSES**

EADM 200      Once a year      3 s.h.  
***The School as an Organization***

Introductory course designed for master's-level students on the school as a complex social organization. Concept, structure and functions of educational organizations, with special emphasis on elementary and secondary schools. Explores the formal structure of school systems including the roles of the Federal Government, State Departments of Education, local school boards, public interest groups and parent-teacher organizations. Analyzes the relationship between educational research, policy and practice in local schools. May not be used to fulfill requirements for the Certificate of Advanced Study or doctoral programs. (Formerly *Introduction to Administration*.)

EADM 210      Periodically      6 s.h.  
***Core Theory in Educational Administration***

A study of concepts, theories, research methods and findings drawn largely from the behavioral sciences which can be applied in the practices of educational administration at all levels. Emphasis is given to organizational behavior including the study of roles and relationships, scientific management, bureaucracy, social systems, human motivation, decision making, leadership, organizational change, communications, and situational influences which shape education and educational administration in the context of a multicultural society. Methods of instruction include lectures, class discussion, role-playing, student presentations, guest lecturers and use of audiovisual materials. Student achievement is evaluated on the content and quality of written papers, class participation and a final written exercise. Open only to matriculated students in CBAE educational administration programs.

**EADM 211** Periodically 6 s.h.  
**Core Practicum in Educational Administration**  
This course moves educational administration from advanced theory into action. Using simulated materials reflecting the problems and issues of a particular school district, the course deals with administrator decision-making behavior in the context of a community which reflects a variety of multicultural characteristics and values. Political, social and economic pressures as well as educational needs are considered, and the use of group dynamics in the decision-making process is highlighted. Achievement is determined primarily through peer group and evaluations of competencies. Open only to matriculated students in CBAE educational administration programs.

**EADM 214** Periodically 3 s.h.  
**Theories and Practices of Supervision**  
A systematic study of the theories and practices of supervision and the philosophies, rationales and assumptions upon which elementary and secondary school supervision is based. Theoretical concepts are conveyed by lectures and discussion; skills are acquired through role playing and case studies. Achievement is determined through papers and quality of class participation.  
*Prerequisite: two years of teaching experience.*

**EADM 219** Periodically 3 s.h.  
**Patterns of Building Unit Administration**  
This course focuses on the administrative roles and functions of elementary and secondary school building administrators. The topics include tasks of a building administrator, school organization and staff utilization, curriculum development and improvement, leadership, supervision of individual performance, personnel management, facilities management, employee organization relations, student affairs, school public relations, basic school laws and sources of legal information. Methods of instruction include lecture and class discussion, small group exercises, student and guest presentations, written exercises and a final written exercise. Evaluation of student achievement is based on the quality of class participation and quality of written exercises.

**EADM 222** Periodically 3 s.h.  
**Human Relations in School Personnel Management**  
The areas of motivation, group dynamics and leadership theory as well as the tasks of staff recruitment, selection, orientation and development are treated. Competencies are developed through case studies, role playing, lecture-discussions and substantive readings and reactions. Achievement is determined through the quality of work in these activities.

**EADM 223** Periodically 3 s.h.  
**School Business Administration II**  
An examination of the duties and responsibilities including an understanding of the role in relation to other members of the administrative team and an exploration of aspects of the business administrator's work in regard to office management, budget procedures, financial management, accounting and auditing, purchasing and supply management, insurance programs, capital outlay and debt service, school plant operation and maintenance, food service and transportation.  
*Prerequisite: EADM 270. (Formerly The School Business Administrator.)*

**EADM 231** Periodically 3 s.h.  
**School Public Relations**  
Functions and responsibilities of the school administrator in the development and maintenance of effective school public relations. The meaning and purpose of school public relations, the public relations roles and functions of the board of education and all school personnel, school-community relations, communications processes, techniques and strategies, the preparation of communications materials, handling criticism and attacks, and relations with the news media. Questions and problems as they emerge during the semester. Illustrated lectures, class discussion, group interaction, role playing, student presentations, guest lectures and individual student reading, research and written assignments. Student achievement is measured by the quality of class participation, written assignments and a culminating written exercise.

**EADM 233** Periodically 3 s.h.  
**Educational Facilities Planning**  
Analysis of educational changes and architectural consequences, planning for flexible educational environments for present and future use, uses for underutilized schools, operation and maintenance, energy conservation and related problems. Slide lectures and visits to school are the principal methods of instruction. The achievement level of student is determined by application of the subject.

**EADM 235** Periodically 3 s.h.  
**Collective Negotiations in Education**  
The history of collective bargaining in the labor movement; comparison of collective bargaining, professional negotiation and collective negotiation, pertinent state legislation; representation and recognition procedures; scope and process of negotiations, impasse procedures; issues and outcomes of teachers' strikes and sanctions; impact on administrative theory and practice. Lecture-discussion with some role playing of situations. Achievement is determined through term papers and student reports with competency assessed by course instructor.

SOEAHS

- EADM 241 Periodically 3 s.h.  
**Supervision of Instruction and Curriculum Development**  
 This course surveys the organization, supervision and evaluation of curricular innovations and instructional programs as administered at the elementary and secondary school levels. Types of classroom arrangements (traditional, cluster and open); organization and scheduling plans (continuous progress, cross-grade grouping, departmentalization, dual progress plans, house plans, integrated day, modular scheduling, multi-age grouping, multi-unit plan, nongraded and self-contained classrooms); general instructional methods (computer-based, individualized, programmed, supervised independent study, supervised work experience and team teaching); and alternative approaches (alternative schools, community schools, mini-schools and school-within-a-school). Through reading assignments, peer presentations, class discussions and written examinations, students are expected to demonstrate to the instructor their competence in these four areas.  
*Prerequisite: EADM 214*
- EADM 243 Periodically 3 s.h.  
**School Finance**  
 Study of the economic, political and legal aspects of financing public education, both from a general point of view and with specific attention to New York State. Areas considered include basic economic principles; local, state and federal financial support; systems analysis; taxing systems; fiscal aspects of equal educational opportunities; budgeting; purchasing; accounting; and reporting and communication of fiscal information. Lectures, class discussions, student reports, case studies. Achievement is evaluated on the content and quality of written papers, oral reports, class participation and on a final written exercise.
- EADM 244 Periodically 3 s.h.  
**School Law**  
 Study of the legal framework (national and New York State) within which public education operates. Areas considered are church-state relations, state agencies, local school boards, financing education, tort liability, teacher-personnel administration, the Taylor Law, tenure, desegregation, and constitutional rights and freedoms of students. Case studies, lectures, class discussions and reports. Achievement is determined by the quality of written papers, oral reports, class discussion and a final written exercise. School attendance officers are advised to enroll in EADM 246.
- EADM 245 Periodically 3 s.h.  
**Selected Issues in School Administration**  
 Discussion and analysis of current vital issues in educational administration and their proposed solutions. Students are expected to research an issue, present it to the class and defend it. Achievement is determined by the quality of the written research report and the competencies demonstrated in the presentation and defense of the oral presentation in addition to other evidences. May be taken more than once for credit.
- EADM 246 Periodically 4 s.h.  
**Public School Law for Attendance Officers**  
 The legal framework within which the conduct of public education takes place in New York State. Taught in conjunction with EADM 244 (see description); special independent attendance law research is required.
- EADM 247 Periodically 3 s.h.  
**Data Processing for School Administrators**  
 Consideration of the types of applications of computer systems typical to school situations. The organization of school computer equipment for the guidance function, computer-based instruction, information retrieval, school simulation for problem solving, and the development of a total information system are discussed and/or implemented. Instruction is conducted by lecture and demonstration, and assessed by instructor on basis of papers and projects submitted commensurate with evidences.
- EADM 249 Periodically 3 s.h.  
**Management Technology**  
 An investigation into the theory and application of management technologies to the administrative process in education. Forms of systems-based technologies are considered. In addition to reading widely, contributing to class discussions and other normal expectations, students are expected to apply various technologies to case problems and simulated situations. Achievement is determined in part through peer-group assessment of projects and instructor evaluation of competencies.  
*Prerequisite: EADM 200 or 211 or by permission of instructor.*
- EADM 251, 252 Fall, Spring, Summer 1-3 s.h. each  
**Readings**  
 The student selects and reads literature agreed upon with the instructor. Oral and written reports are made. Open only to advanced graduate study program students. Pass/Fail grade only.  
*Prerequisites: EADM 211 and permission of department chairperson.*
- EADM 255 Periodically 3 s.h.  
**Women in Education Administration**  
 Acquaints students with the literature on women in educational administration in an effort to understand both how to get a job as a woman and how to keep it. Additionally, students explore the implications of gender-bias for research, theory and practice in educational administration. Pass/Fail grade only.

EADM 257 Periodically 3 s.h.  
**The Reflective Administrator**

This course facilitates administrative performance by helping administrators to gain self-knowledge and develop self-reflection on their administrative actions. Students develop a platform or formal statement of their administrative intentions and then, with the help of the instructor and other students, examine the relationship between intentions and actual behaviors. Congruence and dissonance between intention and action are probed in a safe setting. Identified discrepancies provide points for individual decisions about changes in administrative behavior. Pass/Fail grade only.

*Prerequisite:* permission of instructor.

EADM 258 Periodically 3 s.h.  
**Gender and Schooling: Implications for the Study and Administration of Schools**

Goal of this course is to look at both the theoretical and practical implications of gender, providing a framework for thinking about issues as well as for acting on them. Same as FDED 270.

EADM 259 Once a year 3 s.h.  
**The Administrator in Fiction**

Reflective course using contemporary novels to explore a variety of administrative themes, such as vision, leadership, organization, rationality and gender. Fiction is used as a lens to study personal constructions of meaning, to reflect on the spectrum of our internal lives in relation to administrative roles, and to explore the subjective experience of administration through aesthetics and imagination. Pass/Fail grade only.

EADM 260 Once a year 6 s.h.  
**Individuals in Organizations**

This first course of the CAS program is designed to prepare individuals for formal and informal leadership roles in schools. Three interwoven strands provide focus to the course: the individual, the nature of administration and the characteristics of the organizational context. Taken together, the components of this course are building blocks which, when integrated, move the student toward the goal of educational leadership which embraces articulating vision, reflecting on one's own performance and taking a stance of critical questioning. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students.

EADM 261 Once a year 6 s.h.  
**Schools as Social Organizations: Working with People**

Examination of the human dimensions of organizational leadership. Building upon basic theory and research in the areas of motivation, communication, and group dynamics, students are encouraged to examine ways in which leaders, through their interaction with others, affect the quality of performance within the school setting. Special emphasis is given to the development of interpersonal and group communication skills which enhance individual motivation and organizational effectiveness. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students.

EADM 262A Once a year 4 s.h.  
**Understanding External Environments: Social, Political, Economic, and Legal Contexts of Schools**

Exploration of the social, economic, political, and legal influences on educational policy and practice. The administrative implications of demographic change, shifts in societal expectations, political pressures, judicial and legislative actions, societal dysfunctions such as racism and sexism, and funding sources for schools are examined. Students relate these external environments to real school settings in an attempt to understand how external forces shape what happens in schools. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students. (Formerly 264.)

EADM 263 Fall, Spring, Summer 2 s.h.  
**Administrative Internship I**

A cooperatively guided administrative experience that focuses on the decision-making and problem-framing tasks of administrators. Students submit a plan of administrative and supervisory tasks to the Departmental Program and Internship Coordinator. These tasks are to be agreed upon by the coordinator and the school or district supervisor, with achievement to be determined against a stated list of competencies developed by the department and assessed by the school/district supervisor and the University supervisor. Registration by permission of the Departmental Program and Internship Coordinator. EADM 262A should be taken concurrently with, or prerequisite to this course. Open only to matriculated students in the CAS program. Pass/Fail grade only.



- EADM 264A      Once a year      4 s.h.  
**Framing Problems and Making Decisions**  
 Examines the processes of problem-framing and decision-making in educational organizations. The focus is on the general ideas and concepts that decision-makers use, or could use, to think systematically about the problems they face. Frameworks for conceptualizing issues, tools for selecting alternatives, and issues of implementation are examined. Understanding how to use school and district data to make decisions and formulate policy is emphasized. A broad array of analytical tools is applied to resolve simulated and real problems. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students. (Formerly 262.)
- EADM 265      Fall, Spring, Summer      2 s.h.  
**Administrative Internship II**  
 A cooperatively guided administrative experience that focuses on the external environments that impact schools. Students submit a plan of administrative and supervisory tasks to the Departmental Program and Internship Coordinator. These tasks are to be agreed upon by the coordinator and the school or district supervisor, with achievement to be determined against a stated list of competencies developed by the department and assessed by the school/district supervisor and the University supervisor. Registration by permission of the Departmental Program and Internship Coordinator. EADM 264A should be taken concurrently with, or prerequisite to this course. Open only to matriculated students in the CAS program. Pass/Fail grade only.
- EADM 266      Once a year      4 s.h.  
**Educational Program Development, Delivery and Assessment**  
 Introduces students to a variety of perspectives, including traditional as well as contemporary reconceptualization of curriculum and learning processes. Core educational technologies, including educational needs assessment, goal consensus testing, educational program planning (with participatory involvement, staff development, resources deployment, progress monitoring, budgeting, evaluation and accountability reporting components), educational change and risk-taking, school support services, and the nonacademic curriculum are studied. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students.
- EADM 267      Fall, Spring, Summer      2 s.h.  
**Administrative Internship III**  
 A cooperatively guided administrative experience that focuses on educational program development, delivery, and assessment. Students submit a plan of administrative and supervisory tasks to the Departmental Program and Internship Coordinator. These tasks are to be agreed upon by the coordinator and the school or district supervisor with achievement to be determined against a stated list of competencies developed by the department and assessed by the school/district supervisor and the University supervisor. Registration by permission of Departmental Program and Internship Coordinator. EADM 266 should be taken concurrently with, or prerequisite to this course. Open only to matriculated students in the CAS program. Pass/Fail grade only.
- EADM 270      Summer      6 s.h.  
**School Business Administration I**  
 A study of concepts, theories and practical applications of the current state of knowledge in school business administration. An examination of the laws impacting school business administration, an overview of school district budgets, the borrowing and investment of school district funds, accounting and auditing procedures, purchasing requirements and procedures, sources of revenue including State aid, health and safety issues and laws, personnel management, insurance, negotiations, transportation issues, managing facilities and operating school lunch programs. Practicing experts in each of these areas share their expertise during class discussions.
- EADM 271      Summer      3 s.h.  
**Workshop: Middle Level Education**  
 This week-long workshop provides an overview of the essential administrative elements and strategies characteristic of an effective middle level program. Specific topics include building an exemplary instructional program, encouraging creative and effective teaching strategies, fostering academic and affective growth in adolescents, and making the transition from a Junior High School to a Middle School. Nationally and locally known speakers are brought in to share their experiences and expertise. Pass/Fail grade.
- EADM 280-289, A-Z      Once a year      1-4 s.h. each  
**Advanced Workshops**  
 Special workshops of an advanced nature designed to meet the needs of specific groups. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

**EADM 283** Periodically 3 s.h.  
**Workshop: Administration of Programs for Exceptional Populations**  
This workshop is a field problem course focused on the administration of programs for exceptional populations. Participants play the role of an administrator given responsibility for administering programs for exceptional populations along with other unrelated administrative responsibilities. Administrative field problems presented touch on legal, financial and operational issues related to compliance with New York State regulations. No attempt is made to discuss handicapping conditions beyond their legal definitions. Course goal is to increase understanding and awareness to a level that enables the practitioner to ask intelligent questions at critical phases of the administrative process. Evaluation of student progress is based on appropriate written work and class participation.  
*Prerequisite: SPED 200 or permission of instructor.*

**EADM 300** Fall 3 s.h.  
**Doctoral Seminar**  
Special topic seminar designed for doctoral students. Content varies from year to year; specific descriptions will be available at registration. Generally the course focuses on the impact of change upon the school system with an analysis of the problems arising and the development of comprehensive strategies to move forward the educational enterprise. Open only to doctoral students. Pass/Fail grade only.

**EADM 310, 311** Fall, Spring, Summer 3 s.h. each  
**Administrative Internship**  
A cooperatively guided administrative experience at the school building level. Students will submit a plan of administrative and supervisory tasks to the departmental Internship Coordinator. These tasks to be agreed upon by the coordinator and the school building supervisor, with achievement to be determined against a stated list of competencies assessed by the school building supervisor and a University supervisor. Monthly seminars for consideration of problems confronted in the field. Registration only by permission of the departmental internship coordinator. Open only to matriculated students. Pass/Fail grade only.

**EADM 312** Fall, Spring, Summer 3 s.h.  
**Administrative Internship**  
A cooperatively guided administrative experience at the central office level. Description is the same as for EADM 310, 311 except that experiences to be undertaken and supervisor designated is a member of the central office staff. Registration only by permission of the departmental Internship Coordinator. Open only to matriculated students. Pass/Fail grade only.

**EADM 320-321** Fall, Spring 3 s.h. each  
**Exploring the Field of Educational Administration: An Introduction to Doctoral Studies**  
This two-semester sequence introduces doctoral students to the field of educational administration. Students develop a broad understanding of the field of educational administration, explore the history of inquiry in the field as well as current issues, and become familiar with its professional resources and organizations. Students also develop an understanding of doctoral study in the FLPS Department, articulate their own interests, and learn the skills and techniques required for doctoral study.

**EADM 325** Periodically 3 s.h.  
**Leadership and Education**  
This course is an exploration of the theory and practice of leadership using a variety of models from the social sciences. Drawing upon a broad interdisciplinary framework, images and representations of leadership are explored in film, visual art, biography, management literature, children's books and organizational research for the purpose of facilitating thinking about leadership roles in society and the ways in which these considerations enter into educational discourse and the practice of administration in complex educational organizations.

**EADM 351, 352** Fall, Spring, Summer 1-3 s.h. each  
**Independent Study in Administration**  
The advanced doctoral student will identify and define special projects or studies, approved by the adviser, related to school administration. The student then works independently, conferring with the adviser on an appropriately agreed upon schedule and produces the final report by the date stipulated. Open only to doctoral students by permission of the department chairperson. Pass/Fail grade only.

**EADM 357&358** Fall, Spring 4 s.h. each  
**Applied Research in Educational Settings**  
This two-semester sequence of courses is designed to prepare educational leaders to use data as a fundamental tool to improve the experiences of children and adults in schools and other learning institutions. Participants will learn to use data to develop a culture of high standards and equity in learning organizations and monitor student achievement and learning. Students in this class will build an institutional instructional student data base; monitor an educational intervention within an organization; use data to describe institutional processes, practices, and progress; examine institutional belief systems, underlying assumptions, and behaviors; speculate on ways to use results to mobilize the school community for action; and provide a record of personal and institutional accountability. The class covers measures of central tendency and dispersion, normal curve, correlation, linear regression, chi-square, t-tests, one-way analysis of variance, partial and multiple correlation and multiple regression, factor analysis. Courses may not be taken on a Pass/Fail basis.

SOEAHS

EADM 380 Once a year 3 s.h.

**Structure and Process in Educational Organizations**

This course helps the advanced graduate student develop a strong background in modern and emergent organizational theory as it applies to educational practice and administrative inquiry. Lays the groundwork for the advanced student to conceptualize either research into contemporary educational problems or improving administrative practice.

EADM 601 Spring 3 s.h.

**Dissertation Seminar**

Clarification and structuring of a dissertation topic as a research undertaking. Presentation, analysis and critique of participant's research outlines leading to departmental acceptance of the research proposal. Orientation to dissertation organization and writing format. Prerequisites: successful passing of the Doctoral Oral Qualifying Exam, approval of the residence plan of study, and completion of 12 s.h. of the doctoral program of studies including EADM 300. A minimum of 601 is required of all doctoral students in educational administration. Pass/Fail grade only.

EADM 602 Fall, Spring, Summer 3 s.h.

**Dissertation Proposal Preparation**

For students whose dissertation proposals have not been approved in 601. Registration in 602 is continuous until the proposal is accepted. No degree credit granted for 602.

EADM 604 Fall, Spring, Summer 3 s.h.

**Dissertation Advisement**

Doctoral candidates enroll in 604 upon departmental acceptance of the dissertation proposal. Registration in 604 is continuous until the dissertation is accepted.

**FOUNDATIONS OF EDUCATION (FDED)**

Assistant Professor Scott, Graduate Program Director, (516) 463-6468, soekas@hofstra.edu

**GRADUATE PROGRAMS**

The graduate programs in Foundations of Education are designed for students with varied backgrounds and interests. While some candidates plan to pursue careers in education, others are primarily interested in the interpretive study of educational values, beliefs, theories, and practices. The degree program includes courses relating to educational thought and to philosophical, historical, and social foundations of education and relevant electives. Electives in such diverse disciplines as anthropology, psychology, sociology, political science, and economics, are all considered relevant to the Foundations of Education program. These degree programs will provide either Permanent or Professional Certification for those students who have obtained Provisional or Initial Certification.

Admission to the programs is dependent on holding a bachelor's degree from an accredited institution, submission of official college transcripts, and a personal interview with appropriate graduate faculty. In addition, each student must provide both a recent writing sample and a statement of purpose for wanting to enroll in the program. Though individual programs vary to reflect diversity in students' interests, most follow requirements set forth below.

**MASTER OF SCIENCE IN EDUCATION: FOUNDATIONS OF EDUCATION**

This program has been replaced by the Master of Arts: Foundations of Education below.

**MASTER OF ARTS: FOUNDATIONS OF EDUCATION****PROGRAM OVERVIEW**

This program is designed to provide an understanding of philosophical, historical and social foundations of education and draws from diverse disciplines, including philosophy, history, anthropology, psychology, sociology, political science and economics. This program attracts thoughtful individuals with diverse professional goals and interests who want a deeper understanding of education in modern society. Engaging students in an interpretive study of educational beliefs, practices, and arrangements, it includes courses in educational history and philosophy; multicultural and cross-cultural education; sociology of education; childhood, adolescence, and the family; and aesthetic education. The program satisfies New York State requirements for Professional Certification in the following areas: Early Childhood, Childhood, and Adolescence including English, Social Studies, Foreign Language, Science, Mathematics, Music and Fine Arts.

**ADMISSION REQUIREMENTS**

Applications for admission to the Foundations of Education Program are made to the Graduate Admissions Office. A committee of full-time members of the Foundations of Education Program bases its decision to accept or reject a candidate on a comprehensive review of the following criteria:

1. B.A. or B.S. degree, with a minimum GPA of 2.75. Students with a minimum GPA of 2.5 or higher may be accepted into the program on a probationary status if relevant considerations warrant such an exception.
2. A recent writing sample.
3. Statement of purpose for pursuing Foundation of Education studies.
4. Interview with a faculty member in Foundations of Education.
5. Initial certification in one of the content areas listed on the following page for students seeking professional certification.

**PROGRAM REQUIREMENTS (33-36 s.h.)**

**I. For students *not* seeking professional certification, the program of studies involves the following (33 s.h.)**

- *Foundations of Education: 15 s.h.*

Students must complete 15 s.h. of 200-level courses in Foundations of Education. The student may select any 200-level course offered under advisement.

- *Electives: 18 s.h.*

Electives may be chosen, under advisement, from Liberal Arts and Sciences, Foundations of Education, or other courses within the School of Education and Allied Human Services.

**II. For students who are seeking Professional certification in the content areas listed below, the program of studies involves the following: 33-36 s.h.**

***Foundations of Education: 15 s.h.***

Students must complete a 15 s.h. of 200-level courses in Foundations of Education. The student may select any 200-level course offered under advisement.

***Electives: 6 s.h.***

Students may select additional Foundations of Education courses or other courses from Liberal Arts and Sciences and School of Education and Allied Human Services.

***Content/Pedagogy Linkage: 12-15 s.h.***

Students who are seeking professional certification complete only the content-pedagogy linkage for the initial area of certification held.

**A. *Early Childhood: 12 s.h.***

*A minimum of 3 s.h. in each of the following three areas for a total of 12 s.h. with advisement:*

***English/Literacy:***

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

***Social Studies:***

- |      |     |  |
|------|-----|--|
| ELED | 254 | History and Geography in Early Childhood and Elementary Curriculum, 3 s.h. |
| ISI  | 201 | Cultural Diversity and Global Perspectives, 3 s.h. (New College course)    |

***Mathematics, Science and Technology:***

- |      |     |   |
|------|-----|---|
| ELED | 231 | Curriculum and Instruction in Science, 3 s.h.     |
| ELED | 232 | Curriculum and Instruction in Mathematics, 3 s.h. |
|      | 239 | Technology Education in Elementary School, 3 s.h. |

MHAE	231	Teaching Elementary School Children About Health, 3 s.h.
MATH	280T	Workshop: Pre-College Mathematics, Discovering Mathematical Principles Through Technology, 3 s.h.

**B. Childhood: 12 s.h.**

*Select four courses from the following:*

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

**C. English: 12 s.h.**

SED	232	Curriculum and Instruction in English, 3 s.h.
-----	-----	---

*Select three courses (with advisement) from:*

ENGL	203	Approaches to English Grammar, 3 s.h.
	210	20th-Century American Fiction, 3 s.h.
	261	The American Renaissance, 1820-1860, 3 s.h.
	271A	Sources of the English Literary Tradition I, 3 s.h.
	271B	Sources of the English Literary Tradition II, 3 s.h.
	272	Sources of the English Literacy Tradition III, 3 s.h.
	274	Sources of the American Literacy Tradition, 3 s.h.
MAP	262	World Literature or equivalents in ENGL or LYST, 3 s.h.

**D. Fine Arts: 12 s.h.**

CT	271	Curriculum Design in Art Education, 3 s.h.
	297A	Advanced Studies in Art Education: Elementary, 3 s.h.
	297B	Advanced Studies in Art Education: Secondary, 3 s.h.

*Select one of the following:*

FDED	220	Aesthetic Education, 3 s.h.
	221	Celebrating Humanity: Aesthetic Experience and Education in Global Perspective, 3 s.h.
	225	The Museum as Educator, 3 s.h.

**E. Languages Other Than English: 12 s.h.**

*Complete only the requirements below for the target language of Initial Certification.*

**1. French:**

SED	233	Curriculum and Instruction in Foreign Languages, 3 s.h.
-----	-----	---

*Select three courses (with advisement) from:*

FREN	201	The French Language, 3 s.h.
	202	Studies in French Civilization, 3 s.h.
	221-226	Special Topics, 3 s.h. each
CT/SED	208	Multicultural Curriculum and Teaching, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h. or equivalents

**2. German:**

SED	233	Curriculum and Instruction in Foreign Languages, 3 s.h.
-----	-----	---

*Select three courses (with advisement) from:*

- GERM 221-226 Readings in Literature or Special Studies, 3 s.h. each
- CT/SED 208 Multicultural Curriculum and Teaching, 3 s.h.
- FDED 232 Cross-Cultural Education: Comparative Perspectives, 3 s.h. or equivalents

**3. Russian:**

- SED 233 Curriculum and Instruction in Foreign Languages, 3 s.h.

*Select three courses (with advisement) from:*

- RUS 221-226 Readings in Literature or Special Studies, 3 s.h. each
- CT/SED 208 Multicultural Curriculum and Teaching, 3 s.h.
- FDED 232 Cross-Cultural Education: Comparative Perspectives, 3 s.h. or equivalents

**4. Spanish:**

- SED 233 Curriculum and Instruction in Foreign Languages, 3 s.h.

*Select three courses (with advisement) from:*

- SPAN 202 History of the Spanish Language, 3 s.h.
- 212 Contrastive Bilingualism, 3 s.h.
- 213 Development of Social and Psychological Bilingual Trends in the United States, 3 s.h.
- 218 Contemporary Cultures of Latin America, 3 s.h.
- FDED 232 Cross-Cultural Education: Comparative Perspectives, 3 s.h. or equivalents

**F. Mathematics: 12 s.h.**

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

*Select three courses (with advisement) from:*

- CT 216 Applications of Information Technology in Mathematics Education, 3 s.h.
- SED 292 Instructional Patterns for Mathematics, 3 s.h.
- MATH 202 Mathematical Logic, 3 s.h.
- 280, A-Z Workshop: Pre-College Mathematics, 1-3 s.h. each
- 298, 299, A-Z Advanced Topics, or equivalents, 2 or 3 s.h. each

**G. Music: 15 s.h.**

- SED 227A Curriculum Design and Instruction in Music (PreK-12), 3 s.h.

*Select courses from:*

- SED 200M Integrating Technology in Music Education, 1 s.h. or
- CT 200 Introduction to Computer Technology in Education, 3 s.h.
- ELED 211A Young Children's Movement, Rhythmic Activities, Music and Play, 3 s.h.
- 211 Children's Movement and Rhythmic Activities in the Curriculum, 1 s.h.
- CT 299A Developing Creative Music Strategies, 3 s.h.
- 299B Perspectives on Instrumental Music, 3 s.h.
- FDED 220 Aesthetic Education, 3 s.h.
- SED 257 Instrumental Conducting: Techniques and Methodology, 3 s.h.
- MUS 270 A-C Orff-Schulwerk Certification Program, Level I, II, III, 3 s.h. each
- 271 Workshops for Music Educators, 1 s.h.
- 272 Workshops for Music Educators, 2 s.h.
- 273 Workshops for Music Educators, 3 s.h.
- 263 Wind Literature and Rehearsal Techniques, 3 s.h.
- 274 Contemporary Issues in Music Education-Orff-Schulwerk, 1 s.h. or equivalents

**H. Science: 12 s.h.**

SED 235 Curriculum and Instruction in Science, 3 s.h.

*Select three courses (with advisement) from:*

CT 200 Introduction to Computer Technology in Education, 3 s.h.  
217 Applications of Computer Technology to Science Education, 3 s.h.

NSC 201 Philosophy and Implications of Scientific Inquiry I, 3 s.h.  
202 Philosophy and Implications of Scientific Inquiry II, 3 s.h.

BIO 253A Special Topics in Biology, 2-4 s.h.

GEOL 251 Readings I, 3 s.h.  
252 Readings II, 3 s.h.

Graduate Special Topics courses in BIO, CHEM, GEOL, and PHYS (with permission of the instructor and the graduate adviser).

**I. Social Studies: 12 s.h.**

SED 236 Curriculum and Instruction in Social Studies, 3 s.h.

*Select three courses (with advisement) from:*

SED 242 Global History in the Curriculum, 3 s.h.  
276 Teaching United States History—A Project Approach, 3 s.h.

ISI 201 Cultural Diversity and Global Perspectives, 3 s.h. (New College Course)

SED 294 Instructional Patterns for Social Studies, 3 s.h.

HIST 291 Special Studies in History, 3 s.h.  
292 Special Studies in History, 3 s.h.

**COMPREHENSIVE EXAMINATION/MASTER'S ESSAY**

In order to complete the Foundations of Education program, a student must either pass a comprehensive examination or write a Master's Essay. If the student chooses the examination, faculty members create questions based on the student's program of studies. The questions require the student to draw from ideas, theories, readings, and experiences from different courses. Though the examination is not intended to be research oriented, the faculty hopes it will provide students the occasion to arrive at new insights as they continue to think further about issues initially touched upon in their classes.

If students choose to write a Master's Essay, they work with a full-time faculty member who has expertise in the topic of interest. From this collaborative relationship, the student and faculty member determine the parameters for the project. While the process is specific to the interests of the student, all individuals are expected to conduct an independent research project. The end product is intended to reflect the student's enhanced knowledge and understanding of educational foundations issues in relation to a particular subject.

**GRADUATION REQUIREMENTS**

Graduation from the program requires:

1. Satisfaction of all outstanding course requirements according to the student's individual program of study (33-36 s.h.);
2. completion of all course work with an overall GPA of 3.0;
3. satisfactory completion of a comprehensive examination or a master's essay (see FDED 301, 302).

**CERTIFICATION**

Please contact the Advisement and Certification Office other specific certification requirements.

**CERTIFICATE OF ADVANCED STUDY IN FOUNDATIONS OF EDUCATION (30 s.h.)**

A 30-semester hour program in Foundations of Education at the post-master's level leads to Certificate of Advanced Study. The requirements are similar to the master's program, but a comprehensive examination is not required.

**(FDED) COURSES**

**FDED 200** Fall, Spring 3 s.h.  
**Philosophy of Education\***  
 Consideration of selected issues involving morals and values, knowledge claims and assertions, the uniqueness of being human, and how these issues are all related to schooling and education. Emphasis is on contemporary problems confronting educational personnel.

**FDED 210** Fall, Spring 3 s.h.  
**Contemporary Educational Movements**  
 Examination of the most influential sets of proposals currently influencing American education. The ideas guiding progressive schools, humanistic education and the deschooling movement are among those explored. Emphasis throughout is on analysis and appraisal of these proposals for guiding educational practices and arrangements.

**FDED 211** Fall, Spring 3 s.h.  
**The School and Society**  
 The school is a societal institution created specifically for the purpose of education. The school is both shaped by societal factors and, in turn, has impact upon the society. Contemporary schools for children and adolescents, as well as institutions of higher education for adults in the United States, are impacted by the political and governmental system of the country; the economy; patterns of social stratification; the multicultural diversity within the population. The school also interacts with other societal institutions concerned with education: museums, libraries, religious institutions, health care institutions, the work place in the community, as well as the family.

**FDED 220** Fall, Spring 3 s.h.  
**Aesthetic Education**  
 Interdisciplinary analysis of selected theories of the educational significance of aesthetic perception, artistic creativity and art criticism. Materials are drawn from philosophy, social sciences, the arts and educational theory.

\*FDED 200 is an introductory course in philosophy of education. Students with more than an introductory course in philosophy should consult a Foundation of Education advisor about substitutions.

**FDED 221** Once a year 3 s.h.  
**Celebrating Humanity: Aesthetic Experience and Education in Global Perspective**  
 This course examines the role of the several arts and aesthetics experience in the lives and learning of children and adults across the globe. Opportunities are provided for students to focus an in-depth exploration of cultures drawn from two areas of the world: North Africa, Sub-Sahara Africa, South-East Asia, the Indian sub-continent, Asia and the Pacific Rim, the Middle East, Eastern Europe, Central Europe, Western Europe, Mexico and Latin America, the Caribbean Islands, or Canada and Alaska. Materials are drawn from educational theory, aesthetic theory, and the history of the arts, culinary history, cultural anthropology, and social psychology. Students are required to visit museums and galleries and attend musical, theatrical, and dance performances. Participation does not presume either prior study in the history of the arts or in cross-cultural anthropology, although both are desirable.

**FDED 222** Periodically 3 s.h.  
**Qualitative Research Methods**  
 Research methodology for examining the social forces which influence the ways in which participants experience and interpret school settings. Techniques for gathering data through field observations, interviews and documents are emphasized. Open only to doctoral students. May not be taken as a foundations of education elective.

**FDED 223** Once a year 3 s.h.  
**Analysis of Qualitative Data**  
 Principles, methods, and techniques in the analysis and reporting of such qualitative data as are obtained through field methods including observations, interviews and examination of documents. Upon completion of this course, students are expected to be able to plan, carry out and report the results of systematic analysis of qualitative data that have been collected in field settings. Emphasis on deriving thick description, grounded theory and preparing a case study from the data.  
*Prerequisite: FDED 222. Open only to doctoral students. May not be taken as a foundations of education elective.*

**FDED 225** Once a year 3 s.h.  
**The Museum as Educator**  
 Exploration of the evolution of educational functions and multiplicity of roles served by diverse kinds of museums, as those devoted to art, history, natural science, ethnography, technology and popular culture. Materials and educational theory are drawn from the fine arts, history, philosophy, and the several social and behavioral sciences. On-site field investigations of New York City and Long Island museums are required.



- FDED 230** Periodically 3 s.h.  
***History of Education in the United States***  
 The development of American education from colonial times to the present in relation to social and intellectual history. Emphasis is on understanding the cultural forces, institutions and ideas that have shaped American education.
- FDED 231** Spring 3 s.h.  
***Childhood and Adolescence in Historical Perspective***  
 Students explore aspects of childhood and adolescence drawn from a variety of cultures and historical eras. Attention is focused on the socialization of the young into acquiring the behaviors, norms, knowledge, and systems of belief traditionally held dear by the adult members of society. The crucial role of the family is underscored. Play, toys, and games are examined as preparation for societal participation. Where appropriate, the role of schooling and other educational institutions are examined, as well as educational thought. Museum visitations, cooperative team inquiry, and hands-on learning are required in addition to the usual methods of graduate study.
- FDED 232** Once a year 3 s.h.  
***Cross-Cultural Education: Comparative Perspectives***  
 This course will center upon the ways in which diverse cultural orientations relate to education and schooling. Selected Eastern and Western patterns of behavior and thought will be featured, though not exclusively. The dominant paradigms shaping institutions in the East and West will be explored through a comparative analysis of educational networks in cultural context. Relationships and connections among institutions, beliefs and behavior, and cultural orientation will be examined.
- FDED 240** Periodically 3 s.h.  
***Urban Education***  
 Selected issues confronting urban education today including a multifaceted analysis of the city itself as the context of urban education. Aesthetic, political, racial, and sociological dimensions of city life and urban schools are probed. Limited small group field investigation in New York City will be required.
- FDED 241** Periodically 3 s.h.  
***Education and Revolutionary Ideology***  
 Critical examination and appraisal of selected contemporary works urging systematic reform of present day society and the ramifications of such thought for education.
- FDED 242** Spring 3 s.h.  
***Foundational Perspectives in Multicultural Education***  
 This course introduces educators to the four foundational perspectives in multicultural education: Antiracism, Critical Theory/Postmodernism, Ethnic Studies, Liberal Democratic theory. Through an analysis of each foundational perspective, students will develop an understanding of how educational institutions can respond to the distinct challenges emerging with the multicultural condition.
- FDED 244** Fall, Spring 3 s.h.  
***Seminar: Alternative Education***  
 An introduction to alternative education with emphasis on the qualities and organizational features which identify and distinguish it from conventional schooling. Descriptive accounts and visits from Long Island alternative school personnel provide first hand acquaintance with such educational arrangements; analytic materials and class discussion explore the qualities which alternative education reflects.
- FDED 247** Spring 3 s.h.  
***The Family as Educator: Multicultural Dimensions***  
 Within America's multiculturally diverse society, families are the first educators not only for infants, children, and adolescents, but for adults. Within the context of the family, important values, attitudes, and skills are first shaped and continue to be reinforced. Gender roles, religious identity, social class status, and ethnic group membership are conveyed within families and further reinforced by community institutions. Educators seeking to understand learners (be they infants, children, adolescents, or adults) must attend to familial patterns and variations as well as to community-based institutions. Education is, in the final analysis, much more than schooling.
- FDED 248** Fall 3 s.h.  
***Multicultural Education in the Metropolitan Area***  
 Interdisciplinary examination of the educative influences of ethnicity as this impinges upon the school, the community's agencies, the family and the learner within the metropolitan New York area. Students are required to engage in limited small group field investigation of agencies and institutions designed to provide services to ethnic group members.
- FDED 249** Spring 3 s.h.  
***Workshop: Career Education***  
 Interdisciplinary study designed to provide both a theoretical understanding and practical application of several major career education emphases, namely: (1) self-image, self-awareness, self-concept; (2) values clarification and decision making; (3) career awareness; (4) career information; (5) career choice and guidance; and (6) career training. Same as SED 249.

**FDED 251** Periodically 3 s.h.  
**Theory of Knowledge and Education**  
 Philosophical study of teaching, learning and knowing in relation to the work of the schools.

**FDED 252** Periodically 3 s.h.  
**Ethics for Educators**  
 Introduction to the study of the place of values in education. Attention given both to ethical theory and its sociocultural roots and to the application of ethics to educational decisions.

**FDED 254** Every other year 3 s.h.  
**Contrasting Theories in Education**  
 An examination and analysis of humanism and behaviorism, with attention to their philosophic assumptions and their specific implications for educational programs and practice.

**FDED 255, 256** Periodically 3 s.h. each  
**Seminar: Social Foundations of Education**  
 Content varies and students should obtain information about the area of focus for a given semester before registering for the seminar. These seminars are designed to take advantage of the special competence of visiting professors and to facilitate special attention to particularly timely problems and issues, or issues of special concern to a specific group of students or faculty.

**FDED 257, 258** Periodically 3 s.h. each  
**Seminar: Philosophy of Education**  
 Content varies and students should obtain information about the area of focus for a given semester before registering for the seminar. These seminars are designed to take advantage of the special competence of visiting professors and to facilitate special attention to particularly timely problems and issues, or issues of special concern to a specific group of students or faculty.

**FDED 260** Periodically 3 s.h.  
**Human Nature and Education**  
 Critical study of selected philosophic conceptions of human nature and their significance for educational theory and practice. Special attention is given the relation between human cognitive and affective dimensions.

**FDED 261, 262** Spring 1-3 s.h. each  
**Readings**  
 Individual oral and written reports on a mutually determined reading or research program.  
*Prerequisite: permission of instructor.*

**FDED 270** Fall 3 s.h.  
**Gender and Schooling: Implications for the Study and Administration of Schools**  
 Goal of this course is to look at both the theoretical and practical implications of gender, providing a framework for thinking about issues as well as for acting on them. Same as EADM 258.

**FDED 280** Periodically 3 s.h.  
**Logical Foundations of Teaching and Method**  
 Logical and linguistic foundations of teaching and classroom method. Elements of logic and philosophical semantics as applied to classroom teaching for critical thinking and inquiry: types of definition and meaning, conceptions of inference and reasoning, types of statements and modes of discourse—all as related to teaching operations.

**FDED 282** Periodically 3 s.h.  
**Methodology for Educational Inquiry**  
 Study of comparative, analytic, descriptive, causal-explanatory and evaluative method as used in philosophic and historical inquiry into education.

**FDED 285-289, A-Z** Fall, January, Spring, Summer 1-3 s.h. each  
**Advanced Workshops**  
 Special focus is placed upon the underlying bases of specific problems and questions of concern to present and future educational personnel. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

**FDED 301, 302** Periodically 3 s.h. each  
**Master's Essay**  
 Supervision and instruction leading to the completion of the master's essay. Degree credit granted for only one of these courses. Admission by the permission of adviser.

**FDED 303-309** Periodically 1-3 s.h. each  
**Post-Master's Workshops**  
 Workshops designed to explore special issues and problems in foundations of education.

SOEAHS

## ADMINISTRATION AND POLICY STUDIES

## (APS) COURSES

APS 244 Once a year 3 s.h.

***Aging, Public Policy and the Law***

Legal and policy issues arising out of the "graying" of America are examined. Current government program and legal developments affecting the elderly are analyzed. Emphasis on areas where changes in policy is required to meet evolving social needs of the aging population. Topics include income maintenance through government benefits and private pensions; the health care system; long-term care in nursing homes and other settings, and control over decision-making by and for the frail elderly.

APS 245 Periodically 3 s.h.

***Legal Aspects of Managing Healthcare Programs for the Aging***

Examination of legal issues commonly encountered by administrators of health care facilities and programs serving older people. Among topics discussed are the legal aspects of government regulation and corporate governance of the program, contractual reimbursement, tax and staffing issues, liability, quality assurance, risk management matters, and patient care policies and procedures.

APS 251 Fall, Spring, Summer 3 s.h.

***Readings in Administration***

Research and readings on topics of interest to the student and agreed upon by the instructor.

*Prerequisite: permission of instructor.*

APS 294, 295 Fall, Spring, Summer 3 s.h. each

***Administrative Internship***

A cooperative administrative experience at a community agency, college or university where students observe, study and report on agency policies, procedures and services. Monthly seminars for considering problems confronted in the field are held. Pass/Fail grade only.

*Prerequisite: department approval.*

APS 370 Fall 3 s.h.

***Introduction to Higher Education in the United States***

Reviews the historical development and current status of higher education in the United States and provides an overview of some important issues in higher education in our society: finance, government relationships, accountability; equity, administrative complexity; collective bargaining, professionalism.

APS 371 Spring 3 s.h.

***Economics and Finance of Higher Education***

Provides prospective administrators with a conceptual and practical understanding of fiscal and economic concerns which directly and indirectly influence institutions of higher education. Examination of the role of postsecondary institutions in the economic growth and development of society; the influence of socio-economic and political conditions and changes on the maintenance and growth of postsecondary institutions; major contemporary fiscal issues; and basic principles and processes of fiscal management.

APS 372 Fall 3 s.h.

***Governance in Higher Education***

Examination of the structure and processes surrounding decision-making in American colleges and universities and review theories and methods for evaluation and improving the effectiveness and efficiency of various governance mechanisms. Particular attention given to the role and influence of governing boards, administrators, faculty, students, governmental agencies and community.

APS 373 Spring 3 s.h.

***The Student in American Higher Education***

Examination of student enrollment patterns in higher education in the United States; explores the relationship between demographic, economic and social characteristics such as age, academic aptitude, gender, race, religion, ethnology, social attitudes, socioeconomic background and career expectations on student behavior, attitude, and motivation; and assesses the impact of these changes on education policies, programs and services.

APS 374 Fall 3 s.h.

***Teaching and Learning in Higher Education***

Focus on the relationship between student characteristics and the instructional process, examines the impact of organizational structure and processes on teaching and learning, and explores alternative ways to enhance student learning.

*Prerequisite: APS 373.*