



# BUFFALO STATE

The State University of New York

International Graduate  
Programs for Educators  
SW 420  
1300 Elmwood Avenue  
Buffalo, NY 14222-1095  
[igpe.buffalostate.edu](http://igpe.buffalostate.edu)

## Multidisciplinary Studies, Master of Science (M.S.)

### Courses for International School Educators



#### EDUCATION DEPARTMENT (EDU)

**EDU 501 Seminar for the Reflective Teacher** In this course, teachers have an opportunity to reflect on ways to investigate and improve their own practice. Students will explore research, popular stereotypes, and educational demands that will help reflect on the process of teaching. Participants will define for themselves why they teach and how to enhance their practice to align to their view of the role of teacher. Themes addressing teaching as talent developer, molder of character, inspiration for life-long learning, and provider of knowledge will provide the focus of the course.

**EDU 534 The Holistic Curriculum: Teaching to Both Sides of the Brain** This course is designed to provide participants with a useful paradigm of teaching and learning that is based on current brain research. An eclectic instructional approach that encourages direct involvement will model many of the brain compatible techniques promulgated in the theory. Students will learn what the latest advances in the neurosciences have discovered about knowledge and skills, creating a curriculum that teaches emotional competency, differentiation, memory, discipline, student motivation, attention, and retention of new material.

**EDU 604 Instructional Strategies for More Effective Teaching** This course is designed to provide students with current techniques, strategies, and methods for improving instruction such as differentiation of instruction, problem-based learning, multiple intelligences, as well as numerous others.

**EDU 577 Teaching Individuals with Exceptionalities in the Regular Classroom** Characteristics of individuals with disabilities; adaptation of regular class curricula to meet their needs; strategies for observation, motivation, behavior management, and individualization of instruction.

**EDU 670 Principles of Curriculum Design.** This course focuses on current trends and topics in curriculum. It includes, but is not limited to, developing, aligning, and articulating standards and benchmarks, unit design utilizing the Understanding By Design process, curriculum mapping, and the role of concepts in an environment that seems focused on facts.

**EDU 690 Master's Project (required)** Builds on foundations constructed in SPF 689, production of a research-based culminating project undertaken by one or more individuals on a problem of special interest (*cannot be approved until the student has completed 24 semester hours*). The final product must follow APA guidelines in its written form.

Pre-requisite: SPF 689: Methods and Techniques of Educational Research



## **EDUCATIONAL LEADERSHIP (EDL)**

**EDL 606 School-Community Relations** Educational relevance of involving the greater community (parents, neighborhoods, businesses, etc.) to enhance and support student achievement; organizational relationships between schools within and outside schools; power, multicultural awareness; major opinion leaders; vision and mission articulation; interpersonal skills.

**EDL 607 Site-Based Leadership** Principles of school administration and leadership; the changing role of site leadership as it relates to the dominant themes of leadership, change, shared decision-making, school characteristics, standards-based education, and student achievement.

**EDL 610 Methods of Adult Education** This course will focus on the use of theories of the adult learning and how it impacts leadership and effective team building. Topics will include principles of adult learning, understanding leadership styles and its impact on adult learners. Skills in creative problem solving methods and planning for effective training workshops will also be emphasized.

**EDL 630 Curriculum Leadership** Educational leader's role in the design, implementation, and evaluation of curriculum, focusing on the principles of curriculum leadership; needs assessment, school improvement, curriculum alignment, and evaluation; leadership roles in curricular decision-making are examined in relationship to current research.

**EDL 631, Supervision of Teaching,** Principles of supervision: classroom observation; evaluating teaching; effect of teachers' purposes and research on choice of subject matter and teaching procedures; teacher pupil relationships; group and individual conferences; induction of new teachers; intervisitation; demonstration teaching; teachers' meetings; bulletins; workshops; evaluation of programs.

**EDL 640 Conflict Resolution and Peaceable Schools** Foundations of peacemaking, emotional intelligence, teaching tolerance, stress management for students; Examine a model for incorporating peaceable schools curricula into existing school programs.

**EDL 704 Seminar in Educational Change** This course examines the process of change, educational change over the last decade, and how change affects all. Topics include qualities and processes that enhance or inhibit change, and personal and systemic change in the educational setting.

**EDL 706 Problems in Leadership** Problems and solutions in educational leadership, organizational change, human resource development, and school-community relations.



## **CREATIVE STUDIES DEPARTMENT (CRS)**

Select *Creative Studies* courses can be offered as *Educational Leadership* courses:

**CRS 509 Introduction to the Gifted, Talented and Creative Learner** Introduction to talent development and creativity in students. Characteristics and identification of academically gifted, creative and talented students from diverse backgrounds and areas of ability who learn at a pace and level that are significantly different than their classmates.

**CRS 559/ EDL 559: Principles of Creative Problem Solving** Theory and application of the Creative Problem Solving (CPS) process; practice in both individual and group uses for either personal or professional contexts, group work and active participation are expected.

**CRS 560/EDL 560: Foundations of Creative Learning** Development of awareness and understanding of basic principles of creativity studies, models, and theories and practice in applying them in a variety of contexts. Group interaction, discussions and project work are expected.

**CRS 585/EDL 585 Learning Style Methods/Resources for Creative and Talent Development** This course focuses on topics associated with applying learning-style processes to guide planning for creative and talent development, documenting students' learning style strengths in relation to instructional action planning, and applying learning-style techniques and strategies to enhance creative and talent development.

**CRS 610/EDL 683: Facilitation of Group Problem Solving** Advanced strategies for leading small groups through the Creative Problem Solving (CPS) process; mastery of facilitation techniques and skills. Students receive expert feedback on their facilitation skills as they apply creative strategies to real issues, Examines conceptual relationships between facilitation and change leadership; develops basic change leadership skills. Prerequisite: CRS 559

**CRS 621 Curriculum Development in Gifted, Talented and Creative Education** Designed to facilitate approval of appropriate curriculum, materials, instructional methods, and evaluation strategies for development of creativity and education of individuals who demonstrate gifted behaviors and talents. Instructional and curricular models, differentiated teaching/learning and creative/critical thinking strategies, collaboration with the school community.



## **EDUCATIONAL TECHNOLOGY DEPARTMENT (EDT)**

**EDT 601 Instructional Technologies** Instructional uses of multimedia and the Internet; discussion of the hardware and software necessary for multimedia and Internet productions; integration of multimedia components into classroom instruction using presentation software and Web site development.

**EDT 603 Instructional Design and Problem Solving with Technology** The nature of instructional problems and various approaches to solving instructional problems, including the use of technology. The systematic design and development of instruction, including the use of technology, to create effective instructional design plans, materials, and modules.

### **(Continued *Educational Technology* courses)**

**EDT 604 Authoring for Educators** Authoring software; hardware and software necessary for multimedia productions; creating computer-aided instruction materials for use in classroom instruction; using an authoring package to create lessons utilizing this technology; creating Web sites.

**EDT 606 Internet for Educators** Various components of the Internet, which includes its research and resource potential. Students create Web sites and develop lessons integrating the Internet into their classroom instruction.

**EDT 607 Networking for Educators Planning**, design, and installation of educational technology networks, particularly computer-based data networks, such as those found in K-12 and college educational environments are examined. Students will examine networking concepts and issues, such as: network topologies, network media, network protocols, network components, communication services, network cable installation tools and materials, and network software.

**EDT 672 Creation and Integration of Technology in the Classroom** Increasing the effectiveness of instructional programs through the use of microcomputers: selecting microcomputer software; fulfilling the specific curricular needs of learners, and aiding the management of the instructional program.



### **SOCIAL & PSYCHOLOGICAL FOUNDATIONS DEPARTMENT (SPF)**

**SPF 611 Evaluation in Education** Background and current status of evaluation, principles, purposes, and procedures of evaluation; effective interpretation and use of evaluative data; methods of recording and reporting pupil progress; standards and benchmarks in education.

**SPF 665 Instructional Design and Assessment** Designing instruction to achieve specific learning outcomes; systematic models that facilitate planning, developing, revising, and evaluating instruction.

#### **SPF 689 Methods and Techniques of Educational Research (required)**

This course focuses on teacher as researcher. Students will examine basic tools, materials, designs, and statistical techniques used in research and program evaluation. Students will learn to critically evaluate published research and conduct action research within their classrooms. Students will be required to design an instrument, and plan an action research project proposal as preparation for EDU 690 Master's Project.



## ALTERNATIVE METHODS OF EARNING CREDIT

**Workshop (594) and Conference (596) Courses** are graduate courses offered at variable times and places on particular themes. A maximum of six (6) credit hours of workshops and conferences may be included in a master's degree program. Workshops emphasize process and implementation of theory and practice. Conferences emphasize a unique, one-time experience and can be earned through participation in the Regional Association Annual Conferences. The following courses are examples of workshop courses we offer:

**EDU 594 Teaching Self-regulation: Management in the Responsive Classroom** The goal of this course is to present strategies for creating a classroom where students are ready to learn. Classroom management and human behavior depend on the teacher's ability to create an on-going curriculum that teaches students social responsibility, self-control, and self-regulation. Topics include behavior management, classroom organization, and techniques for helping students to manage their feelings proactively.

**CRS 594 Problem-based Learning and Talent Development** The major purpose of this course is to study both the theoretical and practical aspects of curriculum development and instructional strategies for classroom use. Current practices including literacy-based instruction, teaching for understanding, problem based learning, and talent development will be explored. Students will also learn how to apply the Theory of Multiple Intelligences as a means to promoting student achievement.

**EDU 594 Elements of Continuous School Improvement in American/International Schools** A general orientation covering all aspects of the SACSCASI accreditation and school improvement process. Materials used during this offering include the *American-International School Standards; Accreditation and School Improvement*, *The Handbook for the Next Generation*; and *Accreditation for Quality Schools: A Practitioner's Guide*. This offering includes multiple sessions scheduled throughout a school year to provide training and assignments/tasks that would provide the foundation of a school improvement process. This option combines on-site practicum work with on-line instructional hours.



## GRADUATE SEMESTER CREDIT FOR PROFESSIONAL DEVELOPMENT

SUNY, Buffalo State can provide the option of graduate semester credit for professional development for workshops, conferences and institutes offered overseas. The credits for professional development are regular graduate semester credits. The cost of the credit is \$90.00 per graduate semester credit hour. If you are interested in offering credit, please submit a syllabus **using the following format** of information our office email address at [intlearning@buffalostate.edu](mailto:intlearning@buffalostate.edu):

1. **Title of the professional development/workshop**
2. **Name and brief bio of instructor(s)**
3. **Number of proposed graduate semester credits (one credit per 15 hours of instruction)**
4. **Exact dates and hours of instruction**
5. **Brief description (one paragraph)/ purpose of the workshop**
6. **Student learning outcomes**
7. **Brief outline of instruction**
8. **Required readings**
9. **Assessment procedures to measure student learning outcomes – If you are using a rubric, please include it**

Our office must submit the information for approval for credit to the Graduate School at least two weeks prior to the workshop. We change the titles of our professional development/workshop courses each semester, so the exact dates of instruction are very important. If the last session of the course ends by December 1<sup>st</sup>, it will be a fall semester course (mid August –December). If the last session is May 1<sup>st</sup>, it will be a spring semester course (January—mid May). If you have any courses scheduled to end later than May 1<sup>st</sup>, it will be summer semester course (mid May—mid August).

Once a workshop is approved for credit, we will send you a registration form to use for the professional development/workshop credit. Every professional development course has the same course prefix and number, EDU 594. That prefix and number indicates that the credit was earned through participation in a professional development workshop. The registration form will include a generic credit course title that was approved for that semester such as “EDU 594 Effective Strategies for Educators of American/International Schools”. Different titles are used for one, two or three-credit offerings and titles are different each semester.

The requirements for the graduate credit are as follows:

- Attend all of the sessions of the workshop.
- Participate in the workshop activities and complete assignments as directed by the workshop instructor(s).

Individuals interested in receiving graduate credit will need to submit a completed registration form, payment for the credit, and an unofficial copy of a diploma or transcript verifying the receipt of their undergraduate degree. Instructors should collect these items and submit them in one packet or ask those individuals interested in receiving the credit to submit them on their own by **the deadline indicated on the registration form to:**

Ms. Cathy Molenda, Coordinator  
International Graduate Programs for Educators ♦ 430 C South Wing  
SUNY, Buffalo State ♦ 1300 Elmwood Avenue ♦ Buffalo, NY 14222  
Tel: 716-878-3811 ♦ Fax: 716-878-6809  
**Email: [molendca@buffalostate.edu](mailto:molendca@buffalostate.edu)**