



BUFFALO STATE
The State University of New York

**International Graduate Programs
for Educators**
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International Graduate Programs for Educators

Master of Science in Multidisciplinary Studies Courses for International School Educators

EDUCATION (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: 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 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 604 Strategies for Effective Teaching: Strategies for improving instruction through informed decision making, with particular emphasis on the essential elements of instruction developed by Madeline Hunter; the theoretical framework on which the Hunter model was based and its practical application in the classroom setting.

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 672 Advanced Educational Technology for K-6 Classrooms: Application and integration of microcomputers in the instructional program; proficiency in the educational uses of microcomputers; tool-based software use; software evaluation; curricular integration; educational skill; process enhancement through microcomputers; communication tools; professional development; the Internet and electronic mail; issues and ethics surrounding technology in schools; lesson and unit design incorporating computer applications; technology for students with disabilities.

EDU 690 Master's Project: 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 American Psychological Association guidelines in its written form.

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.

EDL 714 School Personnel Administration: Concepts of human resource administration and problems related to personnel programs, policies, and procedures: related goals of organization and management to goals and welfare of staff members.

CREATIVITY (CRS)

***CRS 509 (or EDU 509 or EXE 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 (or 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 530 Creative Teaching and Learning in Formal and Informal Settings: Current best practices to facilitate creative teaching and learning in formal education settings and informal education initiatives in organizations such as museums and clubs. Strategies to enhance creativity education, engage in creative learning and utilize technology to support students' creative activities. Design creativity curriculum and align with appropriate assessment procedures.

***CRS 585 (or 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 (or 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 (or EDU 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.

**Select Creative Studies courses that are cross-listed can be offered as CRS or as other prefix listed.*

EDUCATIONAL TECHNOLOGY (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.

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.

EXCEPTATIONAL EDUCATION (EXE)

EXE 500 Individuals with Special Needs: Traditional and evolving concepts of exceptionalities; characteristics of individuals with exceptionalities; implications for schools and society.

EXE 502 Contingency Management: Procedures and strategies for managing the behavior of students with special needs in educational settings; prevention of undesirable classroom behavior; assessment and remediation of behavior problems; effective delivery of instruction.

EXE 530 Instructional Strategies for Individuals with Mild Disabilities: Basic curricular concepts and teaching practices related to the development and implementation of effective instructional programs for students with mild disabilities.

EXE 628 Collaboration and Consultive Practices in Inclusive Settings: Skills needed to collaborate as consultants: role and responsibilities of the consultant teacher; development of strategies for enhancing effectiveness of collaborative efforts on behalf of students with special needs, their families, and their general education teachers.

EXE 682 Instructional Field Experience in Special Education: Application of theories and principles to practice in special education and related settings. Students are assigned to fieldwork settings in which program competencies will be assessed. With the approval of their advisers, students may choose to pursue experiences based on their professional goals, past experiences, and specific courses of study.

SOCIAL & PSYCHOLOGICAL FOUNDATIONS (SPF)

SPF 500 Multicultural Education: Cultural foundations of education; application of relevant findings of the social sciences to problems and issues of education in culturally plural (multiethnic) settings.

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

EDU 596 Conference: Conference courses allow for an in-depth examination of rapidly and significantly changing education related issues, topics and practices. IGPE in collaboration with many of the Regional Educational Associate Conferences offers conference credit for conference participants looking to earn graduate credits. Requirements are posted on the Conference website and IGPE website.

EDU 594 Workshop: Workshop courses emphasize process and implementation of theory and involve participants in accomplishment of individualized objectives on a specific theme. IGPE, in collaboration with workshop instructors, offers professional development workshops where participants can earn graduate credit.

FURTHER INFORMATION ON REQUIREMENTS

All courses listed above, with the exception of those listed under alternative methods of earning credit, are 3 credit graduate courses. Conference and Workshop courses can be 1, 2 or 3 credit.

Only individuals accepted as a graduate student at Buffalo State may take courses for graduate credit. Students who are accepted into the Master of Science in Multidisciplinary Program plan their academic program with the IGPE advisor following an approved sequence of courses.

For more information regarding requirements for taking graduate level courses through Buffalo State, visit:

<http://igpe.buffalostate.edu/>

To contact the International Graduate Programs for Educators staff:

<http://igpe.buffalostate.edu/directory>