EDUCATIONAL STUDIES

(845) 257-2831

The Department of Educational Studies & Leadership offers psychological, sociological and philosophical foundations courses required by educational programs within the School of Education and across campus. It houses the Master of Professional Studies in Humanistic/Multicultural Education and the Educational Administration program, helping prepare tomorrow’s education leaders to meet the challenges of a diverse and demanding educational environment.

The Department includes:

• the Educational Foundations Unit, in which students take courses that address political, social and historical issues through the history of American education;

• Educational Administration Programs, in which faculty are committed to the preparation of caring, critical and reflective school administrators; and

• the Humanistic/Multicultural Education Program, through which students who wish to develop skills working with diverse learners can pursue graduate-level degrees combining education and human service.

Graduate Programs in Educational Studies

• MPS in Humanistic/Multicultural Education (http://catalog.newpaltz.edu/graduate/education/educational-studies/mps-humanistic-multicultural-education)

• MPS in Humanistic/Multicultural Education - Teacher Certification Track (http://catalog.newpaltz.edu/graduate/education/educational-studies/mps-humanistic-multicultural-education-teacher-certification-track)

Advanced Graduate Certificate Program

• Multicultural Education (http://catalog.newpaltz.edu/graduate/education/educational-studies/advanced-graduate-certificate-multicultural-education)

EDS30. Urban Education. 3 Credits.
Examines intersections of cultural, racial, socio-economic realities of urban education. Utilizes structural analyses, emphasizing implications for policy. Analyzes relationships between access, quality, scale and resources. Engages cities as providing unique educational challenges and possibilities.

EDS340. Sociological and Philosophical Foundations of Education. 3 Credits.
Explores the social/cultural, philosophical, political, and historical context of schooling in the United States. Issues of social difference in education (such as class, race/ethnicity, gender, language, and ability/disability) are addressed as well as values as they arise in relationships among schools, teachers, students, and communities, in school policies and practices, and in broader educational reform initiatives. Designed for those seeking certification to teach and for others interested in the study of education as a social practice. (Required for teaching certificate.)

Restrictions:
• Must have the following level: Undergraduate
• Must have the following field(s) of study (major, minor or concentration): Comm Disorders Cert Program (089)

EDS351. Education of Self . 3 Credits.
Structured learning experience in which students identify and process their basic concerns of identity, connectedness, and power. Activities help students clarify their behavior patterns and increase their range of choices personally and interpersonally.

Restrictions:
• Must have the following level: Undergraduate

EDS367. Human Development . 3 Credits.
This course will study human development from the prenatal period through old age. It explores physical, cognitive, social and emotional development during infancy, childhood, adolescence and adulthood. In addition, we will examine major cultural and psychological theories in Human Development. The course will explore core developmental issues: nature and nuture, universality and diversity in development, and qualitative and quantitative developmental changes in human development across the life span.

Restrictions:
• Must have the following level: Undergraduate

EDS371. Child Psychology and Development . 3 Credits.
Considers theoretical positions regarding growth, learning and personality development as they relate to the education of children. Examines general characteristics and individual differences of the infant and preschool child and the school-age child up to adolescence. Includes child observation and discussion of such factors as sex, role, ethnic and linguistic differences, handicapping conditions and abuse and neglect. (Required for elementary teaching certificate.)

Restrictions:
• Must have the following level: Undergraduate
• Must have the following field(s) of study (major, minor or concentration): Comm Disorders Cert Program (089)

EDS293. Educational Studies Selected Topics. 1-12 Credits.
selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:
• Must have the following level: Undergraduate

EDS295. Independent Study Educational Studies. 12 Credits.

Restrictions:
• Must have the following level: Undergraduate

EDS299. Modular Course. 1-3 Credits.

Restrictions:
• Must have the following level: Undergraduate
EDS372. Developing Adolescence . 3 Credits.
Explores the relationship between the physical, emotional, cognitive and social areas of adolescent development. Considers issues of inclusion such as multiculturalism, special needs and gender issues. Designed for prospective teacher and others who may work with adolescents.
Restrictions:
  • Must have the following level: Undergraduate
  • Must have the following field(s) of study (major, minor or concentration): Comm Disorders Cert Program (089)

EDS373. Education from a Global Perspective . 3 Credits.
Introduction to the study of comparative education. Examines the educational process in a variety of countries. Topics include the social context, role of the teacher, goals of education, nature of the curriculum, and organization, control and financing of the system. Designed for those planning careers as teachers and for those interested in the study of education as a social process (EDS340 or EDS373 required for teaching certificate).
Restrictions:
  • Must have the following level: Undergraduate

EDS375. Education and Poverty . 3 Credits.
An interdisciplinary exploration of poverty in the U.S. - its causes, consequences, and relationship to schooling. Emphasis on how poverty affects particular groups of people - mothers and children, migrant farmworkers and other low-wage workers, people in rural areas, people of color, and students. Also, consideration of the public discourse on poverty and how it shapes thought about social and educational reform.
Restrictions:
  • Must have the following level: Undergraduate

EDS376. Expressive Arts in Education . 3 Credits.
This is an experiential course, introducing the practical applications of the expressive arts therapies, including movement, music, paint, clay, journal keeping and drama, and their use in the fields of education and the human services. This course will demonstrate the utilization of the expressive arts therapies for the personal, interpersonal growth and change through person-centered listening and communication counseling skill development.
Restrictions:
  • Must have the following level: Undergraduate

EDS377. Expressive Arts in Education 2 . 3 Credits.
This is an experiential course, exploring the historical, contemporary and practical applications of the expressive arts therapies, including movement, music, paint, clay, journal keeping and drama, and their use in the fields of education and the human services. This course will demonstrate the utilization of the expressive arts therapies for personal, interpersonal, and social growth and change.
Restrictions:
  • Must have the following level: Undergraduate

EDS382. Native American Science and Literacy Education. 3 Credits.
Introduces students to Native American education models and knowledge systems, foundations and practices of science and literacy learning. Elaborates connections between scientific and literacy-based understandings within Native American educational frameworks.
Restrictions:
  • Must have the following level: Undergraduate

EDS383. Introduction to Literacy for Diverse Learners . 3 Credits.
The course introduces the sociocultural, moral, political, historical, and developmental dimensions of literacy. Students consider how classroom practices for secondary students relate to theories of learning, to first- and second-language acquisition, and to literacy development. The course presents a broad view of literacy as a form of communication.
Restrictions:
  • Must have the following level: Undergraduate
  • Must have the following field(s) of study (major, minor or concentration):
    • Adolescence Ed: Chemistry (441)
    • Adolescence Ed: Earth Science (442)
    • Adolescence Ed: English (443)
    • Geology/Earth Science (51ES)
    • Adolescence Ed: Social Studies (445)
    • Adolescence Ed: Math (446)
    • Adolescence Ed: Spanish (447)
    • Adolescence Ed: Physics (449)
    • Chemistry (50CH)
    • Adolescence Ed: Biology (440)
    • Adolescence Ed: French (444)

EDS393. Educational Studies Selected Topics. 1-12 Credits.
Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.
Restrictions:
  • Must have the following level: Undergraduate

EDS399. Modular Course. 1-4 Credits.
Restrictions:
  • Must have the following level: Undergraduate

EDS493. Ed Studies Selected Topics. 3-12 Credits.
Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.
Restrictions:
  • Must have the following level: Undergraduate

EDS494. Fieldwork In Educational Studies. 3 Credits.
Restrictions:
  • Must have the following level: Undergraduate

EDS495. Independent Study Educational Studies. 1-12 Credits.
Restrictions:
  • Must have the following level: Undergraduate

EDS499. Modular Course. 0 Credits.
Restrictions:
  • Must have the following level: Undergraduate
EDS511. Child Development . 3 Credits.
Examines recent research findings in the social, emotional, intellectual, and physical development of children and implications for teachers’ relationship with individual children.
Restrictions:
• Must have the following level: Graduate

EDS520. History of Education . 3 Credits.
Traces the history of American education from the Colonial Period. It includes a discussion of the development of public schools, and the relationship between cultural pluralism and schooling.
Restrictions:
• Must have the following level: Graduate

EDS537. Issues in Multicultural Education . 3 Credits.
This course examines the way that racial and cultural differences shape the purposes and practices of education. It examines the social foundations of multicultural education, with particular attention to inequities among racial and cultural groups.
Restrictions:
• Must have the following level: Graduate

EDS538. Psychological Foundations of Education . 3 Credits.
This course examines the links between education, particularly schooling, and psychological development. Themes addressed include development, the interplay of psyche and culture, paradigmatic and narrative modes of thinking, etc. Central to the course is the consideration of how theory influences individual learners and their communities.
Restrictions:
• Must have the following level: Graduate

EDS539. Social Foundations of Education . 3 Credits.
Examines the relationship of schooling to its context through philosophy and/or social science. It addresses cultural diversity, economic stratification, gender, and the social condition of children as they affect contemporary educational challenges and possibilities.
Restrictions:
• Must have the following level: Graduate

EDS541. Humanistic/Multicultural Approaches to Education and Human Services . 3 Credits.
This introductory course examines the philosophical, psychological and social foundations of humanistic/multicultural education. Students explore the challenge of implementing humanistic principles that support achievement, diversity and equity in their school, human service institutions and society.
Restrictions:
• Must have the following level: Graduate
• Must have the following field(s) of study (major, minor or concentration): Humanistic-Multicultural Ed (070)

EDS542. Women’s Issues in Human Services . 3 Credits.
This course focuses on contemporary issues concerning the status and welfare of women from diverse social groups who are served by human service organizations.
Restrictions:
• Must have the following level: Graduate

EDS545. Cooperatively Structured Learning . 3 Credits.
This course focuses on methods to make teaching and learning cooperative in heterogeneous groups and educational settings. Examination of the implications of cooperation and competition for schools, organizations and society.
Restrictions:
• Must have the following level: Graduate

EDS546. Conflict Resolution in Education . 3 Credits.
A focus on understanding and constructively dealing with conflict as it manifests itself in educational settings, with particular emphasis on mediation, peer mediation programs, and dealing with diversity.
Restrictions:
• Must have the following level: Graduate

EDS547. Education of Self for Professionals . 3 Credits.
This experiential course focuses on the role of self-knowledge in teaching and learning. The impact of gender, age, race, class, culture and family history on personal development are explored. Students examine limiting patterns and design alternatives.
Restrictions:
• Must have the following level: Graduate

EDS548. Multicultural Approaches to Helping. 3 Credits.
Focuses on the development of a multicultural model for facilitating helping relationships and recognizes helping as a structured social process and an essential human quality. Explores traditional healing practices and contemplative approaches to helping.
Restrictions:
• Must have the following level: Graduate

EDS549. Issues in Literacy for Diverse Learners . 3 Credits.
Explores issues in the sociocultural, moral, political, historical, and developmental dimensions of literacy. Students consider how classroom practices for secondary students relate to theories of learning, to first- and second-language acquisition, and to literacy development. This course presents a broad view of literacy as a form of communication.
Restrictions:
• Must have the following level: Graduate

EDS550. Expressive Arts, Leadership, and Change . 3 Credits.
The expressive arts can be utilized in envisioning and leading change initiatives that address social justice issues in schools and community organizations. This reflective and experiential course will explore practical, arts-based teaching and learning strategies.
Restrictions:
• Must have the following level: Graduate

EDS560. Drug Education for School Personnel. 1 Credit.
Introduction to drugs, drug use, drug education, and disciplinary responses to drug use in public schools. Cultivates capacities for understanding and investigating the impact of drug policy in schools.
Restrictions:
• Must have the following level: Graduate
EDS580. Current Issues in Education . 3 Credits.
Current issues in public education in the United States, the context from which they emerge, and their possible resolution.
Restrictions:
• Must have the following level: Graduate

EDS581. Issues of Racism and Sexism in Education . 3 Credits.
This course examines personal and institutional racism and sexism and their intersections with discrimination based in class, sexual orientation, religion, ability, gender identity, language, age and nationality. It offers strategies for creating multicultural, gender-fair and equitable curricula, classrooms, schools and organizations.
Restrictions:
• Must have the following level: Graduate

EDS582. Exploration of Gender in Education. 3 Credits.
This course examines experiences of gender in educational institutions from early childhood through graduate school. Students analyze curriculum materials, classroom interaction patterns, organizational/social forces, and methods for creating gender-fair, multicultural classrooms and other educational settings.
Restrictions:
• Must have the following level: Graduate

EDS593. Ed Studies Selected Topics. 1-12 Credits.
Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.
Restrictions:
• Must have the following level: Graduate

EDS594. Fieldwork In Ed Studies. 1-12 Credits.
Restrictions:
• Must have the following level: Graduate

EDS595. Indep Study Ed Studies. 1-12 Credits.
Restrictions:
• Must have the following level: Graduate

EDS702. Human Motivation and Learning . 3 Credits.
Principles of motivation and learning taken from psychological theory and their application to classroom learning. Works of some outstanding psychologists examined for similarities and differences in points of view toward how learning takes place and how people are motivated.
Restrictions:
• Must have the following level: Graduate

EDS730. Adolescent Development . 3 Credits.
Study of adolescent behavior and factors that determine it; special reference to the educational implications of such behavior for secondary school teachers. Not open to students who have taken an adolescent psychology course.
Restrictions:
• Must have the following level: Graduate
EDS752. Philosophy of Education. 3 Credits.
Examines the purposes, ideals and central concepts of education. It
draws on texts from the history of philosophy as well as contemporary
educational thought.
**Restrictions:**
- Must have the following level: Graduate

EDS753. Leadership in Education and Human Service
Settings. 3 Credits.
This course examines a variety of theoretical models of leadership
and personal leadership styles. Students develop skills in areas of
planning, staff evaluation and development, personal goal setting,
conflict resolution and supporting diversity.
**Restrictions:**
- Must have the following level: Graduate

EDS793. Ed Studies Selected Topics. 3-12 Credits.
Selected topics courses are regularly scheduled courses that focus on
a particular topic of interest. Descriptions are printed in the Schedule
of Classes each semester. Selected topics courses may be used as
elective credit and may be repeated for credit, provided that the topic of
the course changes.
**Restrictions:**
- Must have the following level: Graduate

EDS794. Fieldwork In Ed Studies. 3 Credits.
**Restrictions:**
- Must have the following level: Graduate

EDS795. Indep Study Ed Studies. 1-6 Credits.
**Restrictions:**
- Must have the following level: Graduate