

Margaret Warner
Graduate School of

Education & Human Development

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THE WARNER MISSION

At the Margaret Warner Graduate School of Education and Human Development, we believe that education can transform lives and make the world more just and humane. This vision informs our teaching, research, and service as a research school of education, as we strive to

- **PREPARE** practitioners and researchers who are knowledgeable, reflective, skilled, and caring educators, who can make a difference in individual lives as well as their fields, and who are leaders and agents of change
- **GENERATE** and disseminate knowledge leading to new understandings of education and human development, on which more effective educational policies and practices can be grounded
- **COLLABORATE**—across disciplines, professions, and constituencies—to promote change that can significantly improve education and support positive human development.

Our diverse work in each of these domains is informed by the following underlying beliefs: the improvement of education is in pursuit of social justice; development and learning shape and are shaped by the contexts in which they occur; the complexity of educational problems requires an interdisciplinary and collaborative approach; and best practices are grounded in research and theory, just as useful theory and research are informed by practice.

PROGRAMS

The Warner School offers the following master's and doctoral degree programs that may be of interest to undergraduates considering graduate work in education and human development. Students are encouraged to take courses in these programs as undergraduates, both to explore the interesting intellectual and career opportunities available in education and to possibly get a "jump start" on graduate work. Many undergraduates apply to Warner programs in teaching and curriculum, counseling, human development, higher education, and educational policy in their senior year.

Teaching and Curriculum

The Warner School offers a Master of Science (M.S.) in Education and New York State teaching certification for those interested in teaching at the following levels: Early Childhood (Birth–Grade 2), Childhood (Grades 1–6), Middle Childhood (Grades 5–9), Adolescence (Grades 7–12), and Middle Childhood and Adolescence (Grade 5–12). Programs in Early Childhood and Childhood prepare to teach all subject matters, while secondary programs require specialization in one (or more) of the following subject matters: English, mathematics, social studies, biology, chemistry, physics, earth science, French, Spanish, German, or Latin. Programs for those interested in Teaching English to Speakers of Other Languages (TESOL), Teaching Students with Disabilities, and Reading and Literacies are also available. In addition, the Warner School offers the Master of Arts in Teaching (M.A.T.), which combines secondary teacher preparation coursework with advanced work at the College in the subject area of specialization.

At the doctoral level, the Teaching and Curriculum department offers a Doctor of Education (Ed.D.) in Teaching and Curriculum and a Doctor of Philosophy (Ph.D.) in Education, with a concentration in teaching, curriculum, and change.

Counseling and Human Development

The Warner School offers Master of Science (M.S.) degrees in the areas of human development, school counseling, community mental health counseling, gerontological mental health counseling, and student affairs counseling. At the doctoral level, the following are offered: the Doctor of Education (Ed.D.) in Mental Health Counseling or Counseling and Human Development, with a concentration in either counseling or human development; and the Doctor of Philosophy (Ph.D.) in Education, with a concentration in human development in educational contexts or counseling and counselor education.

Educational Leadership

Educational Leadership offers programs in higher education, school leadership, and educational policy. The Master of Science (M.S.) degree in Educational Administration is offered with a concentration in K–12 education, higher education, and higher education student affairs. At the doctoral level, the Doctor of Education (Ed.D.) in Educational Administration is offered with a concentration in K–12 education or higher education, and the Doctor of Philosophy (Ph.D.) in Education is offered with a concentration in educational policy and theory or higher education.

PERSPECTIVES ON EDUCATION FOR UNDERGRADUATES

While the University does not offer a bachelor's program in education, undergraduates interested in education and human development—and the many issues related to schools, socialization, learning, and growth—are encouraged to pursue study at the Warner School. Issues such as the application of sociocultural theory and research to human learning and development; the ties among economic, social, and educational practices and policies; the relations among race, gender, language, ethnicity, class, disability, and schooling; the historical and philosophical foundations of teaching and learning; the uses of technology as teaching and learning tools; and other matters of significance to contemporary society may be studied at the Warner School. Warner courses may complement undergraduate programs in the College and/or offer undergraduates the opportunity to explore new intellectual areas and career opportunities in the educating professions. It may even be possible to begin studies for specific careers at the Warner School as an undergraduate. Students are encouraged to talk about these possibilities with any member of the School's faculty or a counselor in the Admissions Office, (585) 275-3950.

Preparing for Teaching Careers

Due to changes in the New York State teacher certification requirements, the Warner School no longer has a teacher education program at the bachelor's level. Undergraduates interested in a career in teaching are encouraged to take courses at Warner and seek classroom experience to help get a jump start on a graduate program in their area of interest. Starting teacher education coursework as an undergraduate provides students with the opportunity to explore and better understand the teaching profession and can allow for the completion of a master's degree and New York State certification in one additional year of study. Teacher certification is offered through one additional year of postgraduate study, and is offered at the early childhood and elementary level and in English, mathematics, Latin, French, Spanish, German, the various sciences, and social studies at the secondary level.

Students considering a career in teaching are also encouraged to complete subject area requirements at the undergraduate level. New York State specifies the number of hours in various subjects required for certification (usually about 30 undergraduate credits in the subject of specialization), including two college-level semesters of one foreign language (ASL is also acceptable). Consult with a counselor in the Warner School Admissions Office, (585) 275-3950, for exact requirements for the specialization you are considering.

Fifth Year in Teaching Program

The Fifth Year in Teaching Scholarship provides a limited number of awards for full tuition for graduate study to University of Rochester undergraduates who apply for admission to the Warner School during their senior year to become teachers in urban settings. Successful applicants are accepted into the Urban Teaching and Leadership Program (UTL), where they will complete a Master of Science (M.S.) or Master of Arts in Teaching (M.A.T.) degree and two years of teaching in an urban school. The UTL program combines the theory, practice, and activism to help candidates develop the knowledge, skills, and dispositions required to become effective advocates for urban students and their families. The goal of the UTL program is to prepare urban educators who have the courage and conviction to lead struggles for social justice, in-depth knowledge of the subjects they teach, and the skills and understanding needed to help all students develop to their fullest potential.

The Fifth Year in Teaching Scholarship has been designed to help the Warner School address the needs of urban schools by encouraging qualified University of Rochester undergraduates to become skilled teachers in urban areas. Recipients of the award will include individuals who are able to increase the diversity of the urban teacher population or increase the number of certified teachers in specializations where there are the highest shortages in the Rochester area.

Upon acceptance of the Fifth Year in Teaching Scholarship, candidates make a commitment to successfully obtain their master's degree from the Warner School, become certified to teach by the NYS Department of Education, and to teach in an urban school for two complete academic years. Please see www.rochester.edu/Warner/admissions/finaid/fifthyear.html for eligibility criteria and details.

The Combined Undergraduate and Graduate Programs in Counseling and Human Development

The combined undergraduate and graduate programs offer an opportunity for qualified students to begin graduate study toward the Master of Science (M.S.) degree during their senior year. The master's program in human development can be completed after one year of postgraduate study. The school counseling program that leads to New York State certification as a school counselor takes about two years of postgraduate study. The programs in mental health counseling that lead to New York State licensure in mental health counseling also can be completed in about two years.

In the first year of the combined programs, students finish their undergraduate program and receive the bachelor's degree in their undergraduate concentration at the end of the senior year while they are simultaneously enrolled in the master's degree program. In the human development program they must complete a minimum of 15 credit hours of graduate coursework, and these 15 hours can be counted as part of credit-hour requirements for both degrees. For the counseling programs, students must complete their undergraduate hours in their entirety, and the graduate coursework only goes toward the graduate degree, not the undergraduate degree. A master's thesis and, in the case of the counseling programs, internships are required. Applications for the combined programs are accepted in the junior year in the February 1 and April 1 cycles, although applicants are encouraged to apply early.

Higher Education

The Warner School's programs in higher education prepare thoughtful administrators and researchers for positions at post-secondary institutions, in government, and in many organizations that work with and for colleges and universities. A new specialization in higher education, student affairs offers students an opportunity to combine practical leadership experience in student affairs with a dynamic academic program. Undergraduates are encouraged to take courses in higher education to complement their student leadership experience, explore the field of higher education administration, and possibly get a jump-start on a master's program in the field.

The Guaranteed Rochester Accelerated Degree in Education

The Guaranteed Rochester Accelerated Degree in Education (GRADE) is a five-year B.A./B.S. + M.S. education program for students admitted to the University of Rochester who are interested in becoming educators (six years if pursuing a specialization in counseling). GRADE students enter the University with an assurance of admission to the Warner School with the Steven Harrison quarter tuition scholarship for the duration of the program. The program is designed to offer students a quality liberal arts education while also preparing them to become educators.

COURSES OF INSTRUCTION

Definitive course listings and complete descriptions are published before each semester and are available on the Warner Web site at www.rochester.edu/warner. Courses listed here carry 3 graduate credit hours unless otherwise noted.

The following courses are among those available to undergraduates. Students interested in pursuing a future degree from the Warner School and who hope to take courses that will count toward these programs are encouraged to consult with a counselor in the Office of Admissions at (585) 275-3950 to ensure appropriateness for the program of interest. Please note that the successful completion of coursework does not guarantee admission to Warner programs, and final decisions about transfer credits can only be made at the time the student's "program of study" is approved.

With the approval of students' undergraduate academic advisors and the Warner School registrar, students are welcome to take additional introductory graduate courses (400 level).

EDU 403. Public School Choice. An in-depth exploration of the details surrounding school choice policies in the United States, including magnet and charter schools, as well as intra- and inter-district choice plans.

ED 410. History of American Education. Defines education broadly as the formal or conscious transmission of culture in family life, colleges, peer groups, youth agencies, religious and cultural organizations, and the media. Investigates the processes of cultural transmission across four centuries of American history, beginning in the mid-1600s, but the major emphasis is on post-1900 themes.

ED 411. Philosophy of Education. Examines a range of contemporary controversies and historically influential philosophical theories of education as a vehicle for critical reflection on the political, moral, epistemic, and linguistic aspects of educational practice.

ED 412. Sociology of Education. Integrates sociological theory, policy studies, and contextual applications in respect to education, schools, communities, and professional practices.

ED 415. Adolescent Development and Youth Culture. (Ages 10 to 20.) Develops an understanding of what it means to be an adolescent in present day American culture; explores adolescent development as an integral part of lifespan development, employing cultural, psychological, social, and biological perspectives.

ED 418. The Family and Social Dynamics. Introduces the basic dimensions and dynamics of the family as a social institution and as a significant context for individual lives.

ED 419. Life Course Studies. Examines the popular myths and misunderstandings about aging and the life course by critically surveying existing scholarly knowledge, research, and theory about the life course and examining how the individual's biographical experience and view of his or her personal past and future are shaped both by societal institutions and by interpersonal expectation.

ED 425. Minority Youth Development in Urban Contexts. Explores the psychological development and sociocultural factors that impact minority children and adolescents.

ED 428. Ethics and Education. Explores the moral dimensions of education and educational leadership in K–12 and higher education settings, developing skills in ethical analysis through examining case scenarios and model analyses on topics such as grading, academic honesty, academic freedom and censorship, educational research and experimentation, classroom management and discipline, and sexual harassment.

ED 428. Ethics in Education. Explores the moral dimensions of education and educational leadership, developing skills in ethical analysis through examining case scenarios and readings on issues such as grading and cheating, teacher-student relations, classroom management and discipline, sexual harassment, and institutional responsibility.

ED 429. Theories of Human Development. Provides a comprehensive introduction to multidisciplinary approaches to human development within the behavioral and social sciences. Explores theories of human development and the process of individual change over time that occurs in social, cultural, and historical contexts.

EDU 442. Race, Class, Gender, and Disability in American Education. Prepares students to better understand diversity issues, with the ultimate goal of discontinuing existing practices of exclusion and inequality in schools and society. Surveys and critically analyzes literature on diversity, and encourages candidates to examine their own positions of identity, including race and ethnicity, class, gender and sexual orientation, language, religious belief, age, and ability and the consequences of these identity positions on teaching and learning in diverse settings.

EDU 446. Entrepreneurial Skills for Educators. Engages students in the development of skills and practices that make traditional entrepreneurs successful and examines how these practices can empower educators to be more effective leaders and agents of change.

EDU 455. Policy and Practice in Developmental Differences. Creates opportunities, support, and resources for individuals concerned with developmental differences and normalcy. Oriented by a developmental, lifelong, and multidisciplinary approach, participants work to dispute dominant disability discourses of “lacks and absences” and to reconsider developmental differences as neither inherent nor “less than” what is needed.

EDU 464. Child Development and Learning in Context. (Ages 5 to 12.) Examines the development of children from theoretical and empirical perspectives, emphasizing the role of a wide range of contextual factors in children's development. Examines research trends and findings in the areas of language development, social development, intellectual development, learning, and achievement motivation.

EDU 467. Language, Literacy, and Cognitive Development. Develops an understanding of how children develop oral communication, reading, writing, and other literacy skills, and how this development can be supported and enhanced.

ED 483. Communication and Counseling Skills for Teachers, Administrators, and Other Helping Professionals. Introduces the educating or allied helping professional to the basic skills and core perspectives of counseling as a form of communications.

ED 485. College Students and Student Development Theory. Explores psychosocial, cognitive-structural, identity, and typology theories of college student development.

EDU 492. Governance, Policy, and Administration of Higher Education. Examines the organization and governance of American higher education institutions, giving due weight to the context in which trustees, presidents, academic administrators, and faculty members make decisions.

EDU 493. History of Higher Education. Provides a historical survey of and examines critical issues in the evolution of American higher education, beginning in the colonial era and extending to the present.

EDU 494. Human Development in Old Age. Examines aging as dynamic complexes of sociocultural, political processes between persons over histories, localized by gender, ethnicity, social status, life experiences, sexual orientations, and health/illness.

EDU 498. Literacy Learning as Social Practice. Assists students in the construction of a comprehensive theoretical framework for understanding and examining the nature of literacy learning in and out of schools. Students develop a conception of literacy as a social practice and build an understanding of the social context of literacy learning as the negotiation of the multiple linguistic and cultural realities of contemporary society.