

EDUCATION (EDU)

EDU 207 Dignity for All Students Act Seminar (0 Credit)

This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This is a six-hour seminar. This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This course fulfills the DASA requirement. Offered as needed.

Department: Education

Pre-Requisites: None

Co-Requisites: EDU 210

Fees: None

EDU 210 Educational Foundations (3 Credits)

This course is an introductory study of to the field of education through reading relevant research in education. The course is designed to provide a body of work in educational theory, which examines current and anticipated educational trends from a sociological, philosophical, and historical perspective. Reflective thinking, critical thinking, and culturally responsive approaches are major components of this course. The course will also examine how these trends impact school organization, personnel, and school curricula. Issues related to race, class, gender, exceptionalities, sexual orientation, religion, bullying/cyber-bullying, and language will be explored in alignment with the Dignity for All Students Act. Offered as needed.

Essential Learning Outcomes for Medaille College: Cultural Literacy

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 223 Educational Psychology (3 Credits)

This course is a study of the fundamental aspects of educational psychology as it applies to learning and teaching practices utilized for students in early childhood, childhood, and middle childhood developmental stages. Various learning and developmental theories and related research are described and evaluated through an array of activities. The course also examines practical instructional strategies that are applicable to child development, learning, and problem solving in classroom environments. Offered as needed.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Restrictions: Enrollment is limited to Undergraduate level students.

Fees: None

EDU 237 Adolescent Reader and Writer with Fieldwork (3 Credits)

This course is an in-depth study of the skills necessary to assist the adolescent learner in developing appropriate literacy skills. Emphasis will be placed on developing reading and writing skills in literature and across the disciplines, including word recognition, vocabulary, and comprehension. The course will address the assessment of the adolescent learner's literacy level for the purpose of designing differentiated instruction in alignment with learning standards. Fieldwork for at least twenty (20) hours beyond class time will be included. Offered as needed.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 238 Strategic Literacy Instruction for Diverse Learners: Adolescence (3 Credits)

This course focuses on ways to effectively differentiate literacy instruction for the diverse learner at the adolescent level, which includes a wide range of research based instructional approaches and methods to support academic development including the use of data analysis and a tiered intervention model. Characteristics and identification of English language learners and students with disabilities are examined to determine curricular modifications necessary to meet the needs of diverse learners. The use of a culturally responsive approach to teaching is emphasized. Twenty hours of field experience are required. Offered as needed.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 240 Literacy I: Language Development and Pre-Emergent Literacy (3 Credits)

This is an in-depth study of the development of literacy instruction in early childhood education. The course focuses on research on oral language development and its role as the foundation for literacy. Long-term plans for assessing and supporting the language and literacy development of young children are developed using multi-level and culturally responsive approaches. New York State learning standards for early childhood are introduced. A minimum of twenty field experience hours are required. Offered as needed.

Department: Education

Pre-Requisites: EDU 210 and 223.

Co-Requisites: None

Restrictions: Enrollment limited to students in the BSED Education Childhood program.

Fees: None

EDU 241 Literacy II: Emergent to Early Readers and Writers (3 Credits)

This course is an in-depth study of literacy instruction in the elementary classroom for the Transitional and Fluent reader and writer (including the English Language Learner). Using the conceptual framework of a balanced literacy program, the elements of reading and writing are discussed, modeled, and practiced with an emphasis on reading and writing in the disciplines. Based upon the understanding that assessment drives instruction, plans for assessing and supporting the literacy development of Transitional and Fluent readers and writers are developed using the New York State learning standards. A minimum of twenty field experience hours are required. Offered as needed.

Department: Education

Pre-Requisites: EDU 240.

Co-Requisites: None

Fees: None

EDU 242 Literacy III: Transitional to Fluent Readers and Writers (3 Credits)

This course is an in-depth study of literacy instruction in the elementary classroom for the Transitional and Fluent reader and writer (including the English Language Learner). Using the conceptual framework of a balanced literacy program, the elements of reading and writing are discussed, modeled, and practiced with an emphasis on reading and writing in the disciplines. Based upon the understanding that assessment drives instruction, plans for assessing and supporting the literacy development of Transitional and Fluent readers and writers are developed using the New York State learning standards. A minimum of twenty field experience hours are required. Offered as needed.

Department: Education

Pre-Requisites: (EDU 240 and 241).

Co-Requisites: None

Fees: None

EDU 298 Special Topic in Education (1-3 Credits)

Topic to be specified each semester course offered.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Restrictions: Enrollment is limited to Undergraduate level students.

Fees: None

EDU 340 Child Abuse, School Violence and Other Current Issues in Education (0 Credit)

This course provides the student with opportunity to explore the identification and reporting of suspected child abuse and maltreatment and SAVE Legislation. Offered as needed.

Department: Education

Pre-Requisites: None

Co-Requisites: ESP 230

Restrictions: Enrollment is limited to Undergraduate level students.

Fees: None

EDU 362 Adolescent Math w/ Practicum (3 Credits)

This course provides a foundation in current educational theory and practice for teaching Mathematics to middle and high school level students. Students will analyze the information and expectations of the New York State Education Department and accumulate a repertoire of materials, methods, and inclusive strategies to teach and assess standards based Mathematics for all learners across a range of learning styles. Additional attention will be paid to the psychology of math instruction and remediation for students having explicit difficulty with mathematics competencies. Students will design unit and lesson plans and assessments that align with the New York State Standards for Learning and the New York State Core Curriculum. The development of differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support learners with diverse learning needs will also be addressed. This course will require that students complete fifty (50) of the total 100 hours required of off-campus practicum experiences in addition to time spent in class. Students should sign up for the practicum with the Office of Field Placement and Certification in the School of Education. Practicum contacts will be equally divided between middle and high school general and special education experiences. Three credit hours. Prerequisites: ESP 230. Offered Fall semester.

Department: Education

Pre-Requisites: ESP 230.

Co-Requisites: None

Fees: None

EDU 363 Adolescent Social Studies with Practicum (3 Credits)

This course provides students with a foundation in current educational theory and practice for the cycle of effective teaching in social studies for middle and high school level students. Focus is on planning, teaching and assessing that are aligned with New York State Social Studies Learning Standards and Core Curriculum. This course requires students to complete 50 hours of field experience. Offered as needed.

Department: Education

Pre-Requisites: ESP 230.

Co-Requisites: None

Fees: None

EDU 364 Adolescent English with Practicum (3 Credits)

This course provides students with a foundation in current educational theory and practice for teaching English Language Arts to middle and high school level students. Creating a repertoire of materials, methods, and inclusive strategies to teach and assess standards-based English Language Arts for all learners across a range of learning styles is emphasized. Additional attention is paid to strategies to help remediate specific problems with reading and comprehension. Designing units, lesson plans and assessments that align with the New York State P-12 Learning Standards for English Language Arts and Literacy is central. This course requires that students complete fifty (50) hours of field experiences. Offered as needed.

Department: Education

Pre-Requisites: ESP 230.

Co-Requisites: None

Fees: None

EDU 365 Adolescent Teaching: Biology Methods with Practica (3 Credits)

This course is based on current educational theory and practice in the area of Adolescent Biology for grades 7-12. This course provides knowledge, training and practice in the teaching of biological principles, selection of course content, effective classroom methods, and the preparation of classroom materials. Unit, lesson plans, and assessments that align with the New York State Learning Standards are designed. This course requires students complete 50 hours of field experience. Offered as needed.

Department: Education

Pre-Requisites: BIO 171 and CHE 201.

Co-Requisites: None

Fees: None

EDU 368 Adolescent General Education / Special Education Curriculum Methods (3 Credits)

This course provides study and application of adolescent education methods and materials. Emphasis is placed on curricular design and instructional planning to address the special developmental and educational needs of students in secondary schools. In addition, the integration of general education and special education methodologies for the inclusion/co-teaching classroom is examined with a focus on English, math, science and social studies. Attention is given to culturally responsive teaching and technological instruction and integration. Lesson and unit planning are examined on the state, district, school and classroom levels, which align with the P-12 NYS Learning Standards. Various strategies for interdisciplinary planning and instruction are explored. Twenty (20) participation hours are required for this course. Offered as needed.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 370 Methods of Language Arts with Children's Literature: Birth to 6th Grade (3 Credits)

This course provides study and application of methods and materials appropriate for English Language Arts in a classroom setting. The course focuses on instructional methods used to accommodate diverse learners in birth through grade two and grades one through six classrooms. Within the conceptual frameworks of a balanced literacy framework and reflective practice, long-term plans for assessing, planning, and teaching English Language Arts are emphasized while integrating high quality children's and young adult literature. Lesson design that is aligned with the New York State Learning Standards for early childhood and kindergarten through grade six for English Language Arts and Literacy is a central focus. A minimum of forty field experience hours are required. Offered as needed.

Department: Education

Pre-Requisites: EDU 210, 223, 240, 241 and 242.

Co-Requisites: None

Restrictions: Enrollment is limited to Undergraduate level students.

Fees: None

EDU 371 Methods of Mathematics: Birth to 6th Grade (3 Credits)

The course provides study and application of methods and materials appropriate for the teaching of mathematics in the elementary school as well as instructional methods used to accommodate diverse learners differentiated learning techniques, Gardner's Multiple Intelligences is introduced as it relates to creating mathematics lessons. Creating multi-level, culturally responsive instruction is emphasized. The use of technology is integrated into instruction. Lesson design that is aligned with New York State Learning Standards is a central focus. Offered as needed.

Department: Education

Pre-Requisites: EDU 210, 223, 240, 241 and 242.

Co-Requisites: None

Fees: None

EDU 372 Methods of Science and Technology: Birth to 6th Grade (3 Credits)

This course provides study and application of methods and materials appropriate for the teaching of science and technology in early childhood and childhood classroom settings. Content includes using multi-level, culturally responsive instruction, as well as the New York State Learning Standards for Science and English Language Arts, Literacy to create lessons and activities. Instructional methods that meet the needs of diverse learners are utilized in class. The use of technology is integrated into instruction. Offered as needed.

Department: Education

Pre-Requisites: EDU 210, 223, 240, 241 and 242.

Co-Requisites: None

Fees: None

EDU 373 Methods of Social Studies and Creative Arts: Birth to 6th Grade (3 Credits)

This course provides study and application of methods and materials appropriate for the teaching of Social Studies and Creative Arts in a classroom setting for students from Birth to Grade 6. Content includes the New York State Learning Standards for Social Studies, the New York State P-12 Learning Standards used in creating multi-level, culturally responsive lessons and activities, the integration of technology into instruction. Offered as needed.

Department: Education

Pre-Requisites: EDU 210, 223, 240, 241 and 242.

Co-Requisites: None

Fees: None

EDU 375 Strategic Literacy Instruction for Diverse Learners: Early Childhood/Childhood (3 Credits)

This course focuses on ways to effectively differentiate literacy instruction for the diverse learner at the elementary level. Content includes a wide range of research-based instructional approaches and methods to support academic development, including the use of data analysis and a tiered intervention model. Characteristics and identification of students with disabilities and English language learners are examined to determine curricular modifications necessary to meet the needs of diverse learners. The use of a culturally responsive approach to teaching is emphasized. Ten (10) hours of field experience must be completed. Offered as needed.

Department: Education

Pre-Requisites: EDU 240, 241 and 242.

Co-Requisites: None

Fees: None

EDU 378 Field Experiences and Seminars (3 Credits)

This course provides education majors with pre-student teaching experience that will be both campus and site based. The course provides opportunities to make connections between field observations and the New York State Learning Standards. A minimum of 40 hours of fieldwork must be completed. Offered as needed.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 398 Special Topic in Education (3 Credits)

Topic to be specified each semester course offered.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Restrictions: Enrollment is limited to Undergraduate level students.

Fees: None

EDU 452 Refocus for Success (1 Credit)

Refocus for Success is required for student teachers who have earned an unsatisfactory grade for one or more student teaching experiences. The course will focus on the knowledge, skills, and dispositions necessary to be a successful teacher. A future student teaching placement(s) is contingent upon successful completion of this course. Offered as needed.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 478-C Student Teaching (B-6) and Seminar (6 Credits)

Student teaching provides teacher candidates with a culminating clinical experience consisting of placements in both early childhood and childhood classrooms. Candidates will gain experience using the New York State P-12 Common Core Learning Standards, the New York State Prekindergarten Foundation for the Common Core, and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: 150

EDU 478-E Student Teaching (B-6) and Seminar (6 Credits)

Student teaching provides teacher candidates with a culminating clinical experience consisting of placements in both early childhood and childhood classrooms. Candidates will gain experience using the New York State P-12 Common Core Learning Standards, the New York State Prekindergarten Foundation for the Common Core, and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: 150

EDU 480 Adolescent Student Teaching / EDU 480-I (Intermediate) / EDU 480-S (Senior) (11 Credits)

Student teaching provides students with a culminating clinical experience consisting of two placements, one in the teacher candidate's specific discipline (Grades 7-9 or Grades 10-12) and one specializing in a Students with Disabilities setting (Grades 7-9 or Grades 10-12). Throughout the experience, the Associate Teacher and College Supervisor will mentor and evaluate the teacher candidate in the areas of content knowledge, pedagogy, and professional dispositions. Offered as needed.

Department: Education

Pre-Requisites: EDU 362, 363, 364 or 368.

Co-Requisites: EDU 481

Fees: None

EDU 480-A Student Teach. Adolescent (5.5 Credits)

Department: Education

Pre-Requisites: EDU 362, 363, 364 or 368.

Co-Requisites: EDU 481

Fees: 150

EDU 480-S Student Teach. Senior (5.5 Credits)

Department: Education

Pre-Requisites: EDU 362, 363, 364 or 368.

Co-Requisites: EDU 481

Fees: 150

EDU 481 Adolescent Student Teaching Seminar (1 Credit)

This course provides the Adolescent Teaching candidate with content area and pedagogical support for their full-time on-site experience. The opportunity will be given to students to connect what is viewed in classroom settings to research about pedagogy through the development of a lesson plan database, which illustrates curriculum development, lesson and differentiated instructional planning, curricular adaptations and instructional strategies in the student's area of concentration. Attention will also be paid to the relationship between the general education and special education curriculum and the process of collaboration and co-teaching in inclusive settings. Offered as needed.

Department: Education

Pre-Requisites: EDU 364.

Co-Requisites: EDU 480

Fees: None

EDU 482 Refocus for Success (1 Credit)

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 500 The Core of Education (3 Credits)

This course emphasizes curricular design and instructional planning to address the special developmental and educational needs of students in elementary school. Attention is given to the common elements of curricular design and implementation and to appropriate planning, instructing, and assessing techniques for meeting the needs of a diverse population of students at differing levels of social, emotional, intellectual, and physical ability. The course examines curriculum and lesson planning on the state, district, school, and classroom levels. In addition, various strategies for interdisciplinary planning and instruction are explored.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Restrictions: Enrollment is limited to Graduate level students.

Fees: None

EDU 502 Education Methods Of Teaching: Math, Science (3 Credits)

This course is designed to examine theories of learning and thinking as they interact with the disciplines of science and mathematics in the elementary classroom. Focus is on analysis and implementation of methods, materials, and inclusive strategies to plan, teach and assess mathematics and science in diverse classrooms in alignment with NYS P-12 Learning Standards.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Restrictions: Enrollment is limited to Graduate level students.

Fees: None

EDU 503 Education Methods Of Teaching: The Arts, Language Arts and Social Studies (3 Credits)

This course examines and analyzes methods, materials, and inclusive strategies to plan, teach and assess creative arts, language arts, and social studies for diverse learners. Attention is given to the common elements of curricular design in planning units, lessons, and assessments that align with NYS P-12 Learning Standards.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Restrictions: Enrollment is limited to Graduate level students.

Fees: None

EDU 504 Early Field Experience/Seminar: Physical Education, Family/Consumer Services (3 Credits)

This course introduces students to elementary education through theoretical knowledge, professional dispositions, classroom management, and the importance of building home and school connections. Topics also include how the integration of health, physical education, family/consumer services and career development/occupational studies help to expand the elementary curriculum.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Restrictions: Enrollment is limited to Graduate level students.

Fees: None

EDU 506 Child Abuse Awareness/Save Seminar (0 Credit)

This course, comprised of two online workshops, satisfies New York State's requirements for Project SAVE legislation as well as Child Abuse Identification and Reporting. *Note: Students are required to submit their certificates for Child Abuse Identification and Reporting and Project SAVE legislation upon completion of this course to their ESP 600 Foundations of Special Education instructor.

Department: Education

Pre-Requisites: None

Co-Requisites: ESP 600

Fees: None

EDU 507 Dignity For All Students Act Seminar (0 Credit)

This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This is a six-hour seminar. This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This course fulfills the DASA requirement.

Department: Education

Pre-Requisites: None

Co-Requisites: ECI 535

Fees: None

EDU 511 Fieldwork I: Grades 1-6 (0 Credit)

This course provides foundational clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students to allow candidates to demonstrate the practices that support student learning and development in the field of education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 512 Fieldwork II: Grades 1-6 (0 Credit)

This course provides intermediate clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students to allow candidates to apply the practices and methodology that support student learning and development in the field of education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented.

Department: Education

Pre-Requisites: EDU 511.

Co-Requisites: None

Fees: None

EDU 513 Fieldwork I: Grades 7-12 (0 Credit)

This course provides foundational clinical experiences in grades 7-12 that include meaningful engagement with grade 7-12 students to allow candidates to demonstrate the practices that support student learning and development in the field of education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 514 Fieldwork II: Grades 7-12 (0 Credit)

This course provides intermediate clinical experiences in grades 7-12 that include meaningful engagement with grade 7-12 students to allow candidates to apply the practices and methodology that support student learning and development in the field of education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented.

Department: Education

Pre-Requisites: EDU 513.

Co-Requisites: None

Fees: None

EDU 570 Strategic Literacy Instruction For The Diverse Learner: Adolescence (3 Credits)

This course focuses on effective differentiation of literacy instruction for the adolescent learner. Content emphasizes a wide-range of research-based literacy instructional approaches and methods to support academic development using data analysis and Response to Intervention. Methods reflecting the development of literacy skills for English Language Learners, cultural diversity, and learning/behavior disabilities are examined.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 571 Technology For The Elementary Classroom (3 Credits)

This course covers various computer-based technologies that are essential to teaching in elementary education. Emphasis is on the development of digital literacy (why, when, who, and for whom), digital skills (what and how) and leadership in the use of "hands-on" information technology with a focus on integrating technology in the elementary curriculum, including children's literature. Central to the course is engagement in both application and developmental aspects of a wide range of technology tools, culturally responsive teaching strategies, and meeting the needs of a diverse student population, including students with special needs. These experiences prepare teacher candidates to become productive educators and allow them to assist their future students with learning digital literacy and technology skill development. Lessons are aligned with the NYS P-12 Learning Standards.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 577-J Student Teaching (1-6) and Seminar: Junior (3 Credits)

Student teaching provides teacher candidates with a culminating clinical experience consisting of placements, grades (1- 3) and grades (4-6). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards, and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor.

Department: Education

Pre-Requisites: ECI 510, EDU 500, 502, 503, 504, EDL 550 and 650.

Co-Requisites: None

Fees: 150

EDU 577-P Student Teaching (1-6) and Seminar: Primary (3 Credits)

Student teaching provides teacher candidates with a culminating clinical experience consisting of placements, grades (1- 3) and grades (4-6). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards, and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor.

Department: Education

Pre-Requisites: ECI 510, EDU 500, 502, 503, 504, EDL 550 and 650.

Co-Requisites: None

Fees: 150

EDU 582 Refocus for Success (1 Credit)

As a result of this course, participants will develop a better understanding of the knowledge, skills, and dispositions necessary to successfully complete a student teaching placement by reflecting on their prior student teaching placement and focusing on how to improve their next experience. Prerequisites and/or Special Considerations: Refocus for Success is a mandatory seminar only for student teachers who have earned an unsatisfactory grade for a student teaching experiences, and/or for students who have been out of the program for an extended period of time. Students who have experienced difficulty in a previous placement may be recommended to enroll in this course.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 598 Special Topics in Education (1-3 Credits)**Department:** Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**EDU 600 Curriculum Planning In Adolescent Education (3 Credits)**

Emphasis in this course is on curricular design and instructional planning to address the special developmental and educational needs of students in secondary school. Attention is given to the common elements of curricular design and implementation and to appropriate planning, instruction, and assessment techniques for meeting the needs of a diverse population of students at differing levels of social, emotional, intellectual, and physical ability. Curriculum and lesson planning are examined on the state, district, school and classroom levels.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**EDU 601 Methods In Adolescence Education - English (3 Credits)**

This course is designed to familiarize teacher candidates in adolescent English education with national and state standards for adolescent English learning. The course provides appropriate instructional strategies, methodologies, and materials necessary for creating a productive teaching and learning environment for all adolescent students, grades 7-12. Particular emphasis is on developing the awareness of the needs of diverse learners, in particular working with students for whom English is a new language, students with disabilities, and students from diverse backgrounds. Lessons are aligned with the New York State P-12 Learning Standards.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**EDU 602 Methods In Adolescence Education - French (3 Credits)**

This methods course focuses on the federal and state standards for foreign language learning. Students focus on communications, cultures, connections, comparisons, and communities with an emphasis on review of current theory for second language acquisition and application of that theory to classroom practice. The course covers principles of learning from which students can draw to make instructional decisions for diverse learners.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**EDU 603 Methods In Adolescence Education - Mathematics (3 Credits)**

This course is designed to provide students with instructional strategies, methodologies and materials necessary for creating a productive teaching and learning environment for adolescent students, grades 7-12, in mathematics education. The course presents principles of learning from which teacher candidates can draw to make decisions about instruction with an emphasis on diverse learners, including students for whom English is a new language, culturally diverse learners, and students with different learning styles and abilities. The course also provides opportunities for candidates to build and deliver lessons aligned with the New York State Learning Standards.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**EDU 604 Methods In Adolescence Education - Biology (3 Credits)**

This is a practical course detailing activities of biology instruction. Included in these activities are laboratory work, teacher candidate-developed worksheets, teacher candidate-directed discussions, teacher candidate-developed tests, etc. Emphasis is on the nature of scientific understanding and the culture and climate of the classroom. Strategies to ensure educational equity are also addressed. Lessons are aligned with the New York State Learning Standards.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**EDU 605 Methods In Adolescence Education - Chemistry (3 Credits)**

This is a practical course detailing the activities of chemistry instruction. Included in these activities are laboratory work, teacher candidate-developed worksheets, teacher candidate-directed discussions, teacher candidate-developed tests, etc. Emphasis is on the nature of scientific understanding and the culture and climate of the classroom. Strategies to ensure educational equity are also addressed. Lessons are aligned with the New York State Learning Standards.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**EDU 606 Adolescent Methods Of Social Studies/History (3 Credits)**

This course provides students with a foundation in current educational theory and practice for teaching the social studies curriculum to middle and high school-level students. Appropriate instructional strategies, methodologies, and materials necessary for creating a productive teaching and learning environment for all students are provided. Emphasis is on diverse learners, including students for whom English is a new language, culturally diverse learners, and students with different learning styles and abilities. The course also provides opportunities for teacher candidates to plan and deliver lessons aligned with the New York State Learning Standards.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None

EDU 667 Pre-Student Teaching Experiences (3 Credits)

This course introduces students to adolescent education through theoretical knowledge, professional dispositions, classroom management, and the importance of building home and school connections.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 670 Literacy In The Content Areas (3 Credits)

This course prepares the prospective secondary school teacher to integrate effective methodologies for enhancing students' reading and writing skills into the specific content areas. Content-specific vocabulary, comprehension, and study skills are covered, with a particular emphasis on students for whom English is a new language and students with different learning styles and abilities. Lessons are aligned with the New York State Learning Standards.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 671 Information Technology and Data Analysis (3 Credits)

This course provides various computer-based technologies that are essential to teaching in adolescent education. Emphasis is on the development of digital literacy (why, when, who, and for whom), digital skills (what and how) and leadership in the use of "hands-on" technology with a focus on integrating technology throughout the curriculum. Central to the course are engagement in both application and developmental aspects of a wide range of technology tools, culturally responsive teaching strategies, and meeting the needs of a diverse student population, including students with special needs. In addition, the course emphasizes discussion and application of data analysis as it relates to classroom assessment, instruction, and technology. These experiences prepare teacher candidates to become productive educators and allow them to assist their future students with learning and technology skill development.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 677 Adolescent Student Teaching (6 Credits)

Student teaching provides teacher candidates with a culminating clinical experience consisting of placements in the teacher candidate's specific discipline in grades (7-9) and grades (9-12). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDU 677-I Student Teach.-Intermediate (3 Credits)

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: 150

EDU 677-S Student Teach. Senior (3 Credits)

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: 150

EDU 693 Elementary Education Portfolio (3 Credits)

The purpose of this course is for students to provide documentation of their growth and achievement throughout the Master's program in Elementary Education. Emphasis is on the creation of a professional portfolio, which includes selection and analysis of specific artifacts representing evidence of knowledge, application and reflective practice in planning, instruction, and assessment in relation to the New York State Learning Standards and other appropriate standards.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None