

ELEMENTARY EDUCATION (EDU)

EDU 500 PRACTICUM IN EDUCATION

3-6, 0/0

Supervised teaching experience five full days a week for 40-80 days accompanied by weekly one-hour seminars and other seminars as scheduled. Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice required.

Equivalent Course: ESL 500

EDU 501 SEMINAR FOR THE REFLECTIVE TEACHER

3, 3/0

Critical reading and interpretation of educational research literature; synthesis and assessment of educational research literature as related to the enhancement of teaching and learning processes and experiences of elementary teachers. Participants reflect on ways to investigate and improve their own practice.

EDU 509 INTRODUCTION TO THE GIFTED, TALENTED AND CREATIVE LEARNER

3, 3/0

Introduction to giftedness, talent development, and creativity in students, examining both the historical foundations and the current state of the field. Examines 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 classmates.

Equivalent Course: CRS 509

EDU 510 PRACTICUM IN CHILDHOOD TEACHING

6, 0/0

Prerequisites: EDU 511 with a grade of B or better and EDU 682 with a grade of B or better. Supervised teaching experience five full days a week for approximately seven consecutive weeks accompanied by weekly one-hour seminars and other seminars as scheduled. Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice required. Offered every semester.

EDU 511 METHODS OF TEACHING ENGLISH LANGUAGE ARTS

6, 6/0

Prerequisite: EDU 546 with a grade of B or better. Building methodological practice from the theoretical scaffold of literacy knowledge and teaching. Students participate in classroom practice for at least 40 hours while exploring in-depth curricular, theoretical, and practical educational frameworks. Participants learn and practice the pedagogy required for teaching language arts across the curriculum; plan, implement, and evaluate lessons incorporating the New York State standards for English language arts; practice and evaluate assessment tools and processes; become reflective practitioners; and demonstrate effective techniques for instructional organization.

EDU 513 THEORY, RESEARCH AND PRACTICE IN LITERACY INSTRUCTION

3, 3/0

Prerequisite: Graduate standing. Provides an overview of theoretical and historical perspectives, research and literature pertaining to literacy across the lifespan, the basic concepts underlying literacy methods, materials, and assessment approaches; the reading and writing process from emergent to proficient readers/writers. Provides graduate candidates with research, instruction, and experience in the various aspects of the literacy curriculum as framed by the International Literacy Association (ILA), including: listening, speaking, reading, writing, media and technology, viewing and visually representing.

EDU 527 THEORY, RESEARCH AND PRACTICE OF PLAY

3, 3/0

Prerequisite: Graduate Standing. Play's definition and its tenets as they parallel the New York State Common Core Standards for Early Childhood. Understanding the essence of play from a socio-cultural perspective through research. Research of play's categories, social stages, and types of development. Deep analysis of the educator's role in play.

EDU 528 FAMILIES AND EARLY CHILDHOOD PROGRAMS

3, 3/0

Emphasis on building partnerships with families in the changing context of society. Examination of model family involvement programs; working with families in poverty; integrating an antibias curriculum; active strategies for implementing formal and informal communication in the school setting.

EDU 530 CREATIVE TEACHING AND LEARNING IN FORMAL AND INFORMAL SETTINGS

3, 3/0

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.

Equivalent Courses: CRS 530, EDL 530

EDU 534 THE HOLISTIC CURRICULUM: TEACHING TO BOTH SIDES OF THE BRAIN

3, 3/0

Paradigm of teaching and learning based on current neuroscience research in brain function: learning styles, memory, discipline, student motivation, attention, retention of new material. An eclectic instructional approach that encourages direct involvement and models many of the brain-compatible techniques promulgated in the theory.

EDU 535 TEACHING WRITING: B-12

3, 3/0

Student-centered and explicit process approach to teaching writing based on the integration of theory and practice. Focus on instructional strategies for the classroom, the writing process, the relationship between reading and writing, conferencing, classroom management, evaluation, motivation, and writing across all areas of the school curriculum.

EDU 543 CURRICULUM FOR THE YOUNG CHILD

3, 3/0

Introduction to the profession of early childhood education. Identification and examination of appropriate curriculum, environments, materials, teaching strategies, and assessments for working with young children birth through second grade.

EDU 546 THEORY, RESEARCH, AND PRACTICE IN ENGLISH LANGUAGE ARTS INSTRUCTION

3, 3/0

Review of theory and research pertaining to the concepts underlying ELA curriculum, texts and assessment for the P-6 learner. Research investigating the connections between ELA theory and practice.

EDU 549 THEORY OF MIDDLE CHILDHOOD DEVELOPMENT, CURRICULUM AND LEARNING

3, 3/0

Prerequisites: Graduate Level Standing. Explores research and theory regarding early adolescence as a unique transition period. Examines middle level student characteristics. Details research-based middle-level curriculum for diverse students in Grades 5-9 to promote cognitive, social, emotional and physical development. Analyzes theories and research related to interdisciplinary models and methods for successful middle-level teaching. Offered every semester.

EDU 574 THE ELEMENTARY SCHOOL CURRICULUM

3, 3/0

Review of learning processes and purposes of the elementary school; curriculum development; types of curriculum organization; instructional strategies; materials; community resources; individual differences.

EDU 577 TEACHING INDIVIDUALS WITH EXCEPTIONALITIES IN THE REGULAR CLASSROOM

3, 3/0

Human behavior and development during infancy and early childhood periods; educational implications for early childhood educators and childhood development specialists.

EDU 580 INTERNATIONAL PROFESSIONAL DEVELOPMENT SCHOOLS STUDY ABROAD AND RESEARCH PROJECT

3, 3/0

Prerequisites: GPA 3.0 or better. Provides opportunities in conjunction with study abroad to globalize understanding and experience of education including education of language learners through study about, comparative research on, and travel to an international destination. Topics include history, geography, language, and culture of the target country; pedagogical tools for working with language learners; intercultural competency; comparative education study; research design and keys to reflective practice. Offered every semester

EDU 584 LITERACY SKILLS AND THE ADULT LEARNER

3, 3/0

Prerequisite: Graduate status. Theories, practice, curricula, and content of instruction appropriate for adult learners; the theories of Paulo Freire, Ira Shor, and Henry Giroux; collaboratively participate in the design and implementation of an action research project focusing on adult literacy.

Equivalent Course: ADE 584

EDU 590 INDEPENDENT STUDY

1-3, 0/0

Consult the Independent Study section of this graduate catalog for a description of how independent study can be initiated by a student, and for the requirements and regulations.

EDU 594 GRADUATE WORKSHOP

1-3, 3/0

This workshop format is variable. Topics are based on instructor expertise and workshop is unique each time the course is offered. Check course schedule for title of the workshop. Offered occasionally.

EDU 596 CONFERENCE

1-3, 3/0

EDU 596

EDU 598 MICROCOURSE

3, 0/0

EDU 598

EDU 604 INSTRUCTIONAL STRATEGIES FOR MORE EFFECTIVE TEACHING

3, 3/0

Prerequisite: One curriculum course. 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 606 LITERACY INSTRUCTION FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

3, 3/0

Prerequisite: EDU 513 or equivalent (EDU 609 is equivalent for MAT). Supporting literacy instruction for culturally and linguistically diverse learners: literacy learning and culture; language variation and multilingual learners; a model for effective instruction based on best-practices and research for application in classrooms. All readings require a critical examination and deconstruction of historical and philosophical forces influencing decisions and practices in teaching students from diverse backgrounds and addressing the needs of diverse stakeholders in the educational enterprise while considering opportunities for advocacy and cultural responsiveness.

EDU 609 RESEARCH AND PRACTICE IN ADOLESCENT LITERACY

3, 3/0

Prerequisites: Graduate standing. Practical strategies to help secondary-level students engage in literacy practices across the disciplines, the reading process; student motivation; developing vocabulary, comprehension, study, and writing skills, evaluation and assessment. Emphasizes using the topics of the disciplines as the departure point for designing instructional strategies, and materials with a focus on literacy for social interaction, voice, and advocacy with literacy viewed as a social practice.

EDU 611 EARLY LITERACY INSTRUCTION

3, 3/0

Implications of research in early literacy; factors influencing language and early success in reading and writing; process vs. product instruction; emergent literacy instruction; building a support system for students and families; focusing on print; building vocabulary; developing decoding and comprehension strategies; individualizing and differentiating instruction; planning, organizing, and managing a program while assessing growth.

EDU 612 DEVELOPING LITERACY THROUGH LITERATURE

3, 0/0

Prerequisites: Graduate standing. Research and practice in the integration of literature in literacy instruction through multi-modal texts; familiarity with genre and instructional elements; using children's books to teach comprehension, word recognition, fluency, vocabulary, and writing; integrating literature and themes across the curriculum with a focus on authors and illustrators; organizing and managing a program in a literacy rich environment; assessing students' literacy growth and needs including socio-emotional, cognitive and socio-cultural concerns; selecting books and designing spaces that promote literary development and increase motivation to read.

EDU 613 ASSESSMENT OF THE ELA FOR THE CLASSROOM TEACHER

3, 3/0

Prerequisites: EDU 513 or equivalent. This course focuses on methods of literacy (reading, writing, listening, speaking) assessment for classroom teachers. Topics include strategies for assessing the literacy abilities of students within the classroom and subsequently using the assessment results to differentiate literacy instruction within the classroom.

EDU 619 COLLABORATION AND PRACTICE IN GIFTED, TALENTED, AND CREATIVE EDUCATION

3, 2/0

Prerequisite: CRS/EDU 509, CRS/EDU 621 and CRS 559. Seminar in collaboration and supervised practice of a minimum of 50 hours in gifted, talented, and creative education in a gifted education setting with guidance from a gifted specialist. Students design appropriate environments for gifted and creative students, implement appropriate learning opportunities, collaborate with other professionals to provide individualized instruction, and examine how gifted education complements the total school program.

EDU 620 TEACHING AND LEARNING IN DIVERSE CLASSROOMS

3, 3/0

Culturally sensitive pedagogy and research relative to effective teaching and learning for diverse student populations: collaborating with parents; developing a community of learners; consideration of culture, power, and clan; cooperative learning in culturally diverse classrooms; contextual teaching and learning.

EDU 621 CURRICULUM DEVELOPMENT IN GIFTED, TALENTED, AND CREATIVE EDUCATION

3, 3/0

Appropriate curriculum, materials, instructional methods, and evaluation strategies for the development of creativity and the education of individuals who demonstrate gifted behavior and talents. Examines instructional and curricular models, differentiated teaching/learning and creative/critical thinking strategies, and collaboration with the school community. Equivalent Course: CRS 621

EDU 626 INTEGRATING THE CONTENT AREAS IN THE TEACHING OF YOUNG CHILDREN

3, 0/0

Appropriate content in the teaching of science, mathematics, social studies, and the creative arts. Theory and practice of inquiry-based instruction, emphasizing the project approach. Focus on teaching young children pre-K through third grade. Fieldwork required in a pre-K, kindergarten, first grade or second grade classroom.

EDU 640 CONFLICT RESOLUTION

3, 3/0

Conflict resolution in the public school context; foundations of peacemaking; emotional intelligence; teaching tolerance; cooperative learning. Presents a model for incorporating peaceable schools curricula into existing school programs. Equivalent Course: EDL 640

EDU 642 LITERACY ASSESSMENT AND EVALUATION

3, 3/0

Prerequisites: Graduate standing, EDU 513 and one other graduate literacy course. This course focuses on the administration and interpretation of a variety of assessments to determine the strengths and needs of birth-grade 12 students in literacy in order to make data driven instructional recommendations for increased literacy learning and achievement in the context of multi-tiered support systems. Provides an examination of the role of language variation in assessment and culturally responsive assessments.

EDU 643 TEACHING STRATEGIES FOR READING AND WRITING INTERVENTION

3, 3/0

Prerequisite: EDU 642. Planning and implementing instructional programs for students with reading/writing difficulties based on data-driven instruction; reading/writing interventions through strategy instruction that fosters motivation, metacognition, and the ability to analyze literacy tasks; methods and materials for interventions in the context of multi-tiered support systems; working with families and teachers of children with reading/writing challenges.

EDU 646 LITERACY LEADERSHIP

3, 3/0

Prerequisite: EDU 642. Corequisite: EDU 643. Instruction and experience in the various facets of being a literacy leader, including literacy coaching and supporting classroom teachers, program evaluation, professional development, and data compilation and analysis for the purpose of providing appropriate literacy instruction for students from birth to grade 12. Advocating for equity on behalf of students, teachers, and families.

EDU 647 PRACTICUM IN LITERACY

3-6, 3/0

Prerequisites: EDU 643. Integration of theoretical and practical aspects of the literacy program in a supervised school-based setting. Literacy specialist candidates are required to develop, implement, and evaluate diagnostic literacy programs for youth referred to the program. Summer only.

EDU 649 ADVANCED PRACTICUM IN READING

3, 3/0

Prerequisites: EDU 647 and instructor permission. Further integration of theoretical and practical aspects of the reading/writing program in a supervised clinical setting. Students extend their clinical experience to pupils at a different age level, younger or older, than those in EDU 647. Students develop, implement, and evaluate diagnostic and remedial reading/writing programs for pupils referred to the Literacy Center.

EDU 650 LITERACY THEORY AND RESEARCH

3, 3/0

Corequisites: EDU 647 and EDU 655. Overview of literacy-related theories and models and their impact on practice and research. Discussion of recent research and seminal pieces in the field of literacy. Introduction to research designs and methods related to literacy education. Prepares literacy specialist candidates to analyze, evaluate, and critique research.

EDU 651 THEORY, RESEARCH, AND PRACTICE IN MATHEMATICS INSTRUCTION

3, 3/0

Modes of instruction; development of diagnostic skills; needs of slow and rapid learners; selection and use of appropriate teaching materials in elementary school mathematics programs.

EDU 654 THEORY RESEARCH AND PRACTICE IN SOCIAL STUDIES INSTRUCTION

3, 3/0

A study of goals in elementary social studies and their relationships to organizational concerns, approaches, methods, techniques, media and evaluation; the review and development of appropriate research for application to elementary social studies teaching.

EDU 655 TEACHING OF LITERACY: GRADUATE SEMINAR

3, 3/0

Prerequisite: EDU 647. Literacy specialist majors identify important aspects in the field that they feel need further critical review and deliberative discussion. Literacy specialist candidates complete a master's project and exchange findings in the context of current research and course topics. Fall only.

EDU 670 PRINCIPLES OF CURRICULUM DESIGN

3, 3/0

Basic principles of curriculum design; sources of curricula and factors that influence curricular decisions; curricular thinking of experts in the field; multiple dimensions in curriculum decision making.

EDU 671 THEORY, RESEARCH, AND PRACTICE IN SCIENCE INSTRUCTION

3, 3/0

Construction of science ideas in informal and formal social settings; demonstration and evaluation of exemplary science teaching methods; research focusing on elementary students' formal and naive science understanding.

EDU 672 ADVANCED EDUCATIONAL TECHNOLOGY FOR K-6 CLASSROOMS

3, 3/0

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 682 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL

6, 5/0

Pre-requisites: EDU 501 and either EDU 546 or EDU 513. Mathematics curriculum course for elementary teachers. Students participate in elementary classroom practice, exploring in-depth curricular, theoretical, and practical educational frameworks. Students plan, implement, and evaluate mathematics lessons incorporating the state and national standards for mathematics; explore science and technology; practice and evaluate assessment tools and processes; become reflective practitioners; demonstrate effective techniques for instructional organization in an elementary school. Students will complete an action research project on a selected topic in elementary mathematics. Offered every spring.

EDU 690 MASTER'S PROJECT

3, 3/0

Prerequisites: EDU 501 and a minimum 12 hours of graduate-level coursework. Production of a curriculum or research-based project in a topic of special interest to the student; project must be approved by the instructor prior to execution. The final product must follow APA guidelines in its written form. Oral presentation required.

EDU 695 THESIS

1-3, 0/0

Thesis.

EDU 721 THESIS/PROJECT CONTINUATION

0, 0/0

EDU 722 THESIS/PROJECT EXTENDED

0, 0/0

EDU 783 BSC LED STUDY AWAY PROGRAM

1-15, 0/0

Acceptance into the program required.