

# EDUCATION (EDUC)

## EDUC-500 RESEARCH METHODS IN THE EDUCATION PROFESSION (3 Credits)

This course provides an introduction to the many methodologies commonly used in the education professions of teaching and leadership. Participants will recognize the characteristics of well-designed quantitative and qualitative research and what methodologies may be used to best address given research questions. Design of an original research project and critical analysis of both qualitative and quantitative research are components of the course.

**Restrictions:** RG.UG.GR

## EDUC-505 TECHNOLOGY FOR EDUCATION PROFESSIONALS (3 Credits)

This course will develop understanding, perspective, competence, and leadership in the use of educational technologies. This course will provide students with hands-on experience and allow them to gain a working appreciation of the value of technology in the profession.

**Restrictions:** RG.UG.GR

## EDUC-510 ADV.HUMAN GROWTH & DEVELOPMENT (3 Credits)

The course addresses development and cognitive processes governing learning from conception to death. Normative, non-normative and historical effects within childhood, adolescence, adulthood and later life are presented. Formal developmental and learning theory is emphasized in conjunction with practical interpretation and application. The course provides an orientation and background for sound educational practices.

**Restrictions:** RG.UG.GR

## EDUC-515 LEADERSHIP (3-6 Credits)

## EDUC-516 SOCIOL FOUND OF AMER EDUC (3 Credits)

## EDUC-517 PHILOSOPHY OF EDUCATION (3 Credits)

## EDUC-519 PROB. OF SCHOOL PRIN. (3 Credits)

## EDUC-523 DESIGNING/DELIVERING INSTRUCTN (3 Credits)

This course introduces students to the basic models, strategies, resources and management tools used to implement instruction. Students will apply models of teaching, develop lessons and assessments, examine curriculum issues, utilize current research, and reflect on practice. Appropriate uses of technology and utilization of effective inclusive practices are major strands in the course.

**Restrictions:** RG.UG.GR

## EDUC-524 METH/MODELS/MGMT OF INSTRUCTION (2 Credits)

This course expands on knowledge gained in EDUC 523: Designing and Delivering Instruction and addresses specific issues in secondary subjects. Students apply discipline-specific knowledge of basic instructional models, strategies, resources and management tools used to implement instruction. Additional emphasis is placed on the use of technology, application of discipline specific curriculum standards, current issues and professional development. Appropriate uses of technology and utilization of effective inclusive practices are major strands in the course.

## EDUC-524A SECONDARY ENGLISH METHODS (1 Credit)

This course examines the methods, skills and best practices for teachers of English. The recommended practices and activities from the National Council for Teachers of English provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

## EDUC-524B SECONDARY L.O.T.E. METHODS (1 Credit)

This course examines the methods, skills and best practices for teachers of Languages Other Than English (L.O.T.E.). The recommended practices and activities from the National Council for Teachers of Foreign Languages provide the basis for this content specific course for secondary certification. Students apply knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction as it applies in a L.O.T.E. classroom. Additional emphasis is placed on the uses of technology, application of L.O.T.E. curriculum standards, current issues, and professional development.

## EDUC-524C SECONDARY MATH METHODS (1 Credit)

This course examines the methods, skills and best practices for teachers of Math. The recommended practices and activities from the National Council for Teachers of Math provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

## EDUC-524D SECONDARY SCIENCE METHODS (1 Credit)

This course examines the methods, skills and best practices for Science teachers. The recommended practices and activities from the National Science Teachers Association provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

## EDUC-524E SECONDARY SOCIAL STUDIES METHODS (1 Credit)

This course examines the methods, skills and best practices for teachers of English. The recommended practices and activities from the National Council for Teachers of English provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

## EDUC-524F SECONDARY LOTE METHODS (1 Credit)

## EDUC-525 AUDIO VISUAL INSTR. (3 Credits)

## EDUC-526 MANAGING INSTRUCT. & BEHAVIOR (3 Credits)

Students learn the skills of managing the instructional process through identification of curriculum to be taught, standards integration, instructional delivery, assessment, and re-teaching. Information is also provided on the various theories and models of classroom management and managing individual student behavior to improve learning and student success.

**EDUC-527 PROB. OF STAFF PERSONNEL (3 Credits)****EDUC-528 LEGAL ISSUES FOR TEACHERS (3 Credits)**

This course examines legal and ethical issues affecting teachers, including civil and constitutional issues, copyright (including internet) issues, testing and grading issues, teacher liability, employment, contracts, assignment, dismissal tenure, retirement, special needs issues, and pupil control. Students will be familiar with major laws and cases that affect schools, as well as sources of information on legal issues for teachers.

**Restrictions:** RG.UG.GR

**EDUC-531 URBAN EDUC. (3 Credits)****EDUC-532 ADOLESCENT PSYCHOLOGY (3 Credits)****EDUC-533 HIST/PHIL FOUND OF CURR. (3 Credits)**

The purpose of this course is to provide teachers and administrators with a solid historical and philosophical curriculum foundation in order to prepare them to be leaders of K-12 curriculum development and design. Students will examine numerous historical, theoretical and philosophical approaches to the foundations of curriculum design. Students will explore components of curriculum design and implementation as they relate to local and state curriculum issues and trends. Students will gain knowledge of approaches to the curriculum process, the nature of the subject matter, and how society/culture and learners contribute to the curriculum. Students will analyze curriculum evaluation strategies and curriculum-based assessment in terms of the effect of the curriculum on students and the school community.

**Restrictions:** RG.UG.GR

**EDUC-534 ELEM. CURRIC. (3 Credits)****EDUC-536 ADMIN. INTERNSHIP (6 Credits)****EDUC-537 INSTITUTE IN SUPERVISION (3 Credits)****EDUC-538 SCIENCE IN THE ELEM. SCHOOL (3 Credits)****EDUC-540 EVAL. LEARNERS/LEARNING (3 Credits)**

Students investigate the uses and functions of traditional and alternative assessments in the context of 1) recognized measurement principles; 2) national and state, and local standards and benchmarks; and 3) sensitivity to learner differences and needs. Students will develop, administer and interpret results of a variety of classroom assessments and scoring instruments. Legal, ethical and political aspects of collecting and disseminating assessment results and grades will also be examined.

**EDUC-541 WKSP:TEACHER MADE MATERIALS (3 Credits)****EDUC-547 MEASUREMENT & APPRAISAL COUNSELORS (3 Credits)****EDUC-551 ALCOHOL PROBLEMS (0 Credits)****EDUC-552 WOMEN SEXUALITY L C (0 Credits)****EDUC-553 LEARNING PROBLEMS (0 Credits)****EDUC-560 THE PROFESSIONAL TEACHER (3 Credits)**

This course centers on the development of competencies in communication and collaboration. Those skills necessary for fostering successful integration and full inclusion of students with mild/moderate disabilities are addressed. In addition, strategies for collaboration with agencies, other specialists, families and classroom teachers are presented. A field experience is required with this course. Prerequisite: Taken concurrently with student teaching.

**Restrictions:** RGP.123

**EDUC-564 UNDERSTAND.INDIVID. (3 Credits)****EDUC-571 ADV EDUC & OCCUPATIONAL INFO (3 Credits)****EDUC-572 ADMIN. LEADERSHIP II (3 Credits)****EDUC-573 ADMIN. OF SECONDARY SCHOOL I (3 Credits)****EDUC-574 ELEM SCH ADMIN (3 Credits)****EDUC-576 ADMIN.OF SECONDARY SCHOOL II (3 Credits)****EDUC-577 SCHOOL FINANCE (3 Credits)****EDUC-582 IMPROVMT. OF INSTR. (3 Credits)****EDUC-583 SUPERVISION IN ELEM SCHOOL (3 Credits)****EDUC-588 SECONDARY STUDENT TEACHING (3 Credits)**

Student teaching is the culminating experience in the professional preparation of teachers. The secondary student teaching experience consists of 70 days in secondary classrooms (35 days in grades 7-9, and 35 days in grades 10-12) Students are expected to: apply developmentally appropriate instruction to meet individual needs, develop both long and short term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator. Prerequisites: Successful completion of clinical block

**Restrictions:** RG.UG.GR

**EDUC-590A TEACHER RESIDENCY 1 ADOLESCENCE EDUC (3 Credits)**

Teacher residency is the practice of teaching in a 7-12 classroom under the direct supervision of an attending teacher. Teacher residency requires a minimum of 1000 hours in the classroom as a paid resident who is not the teacher of record. Teacher residents must be accepted into a residency by a school partner and match with an attending teacher. Residents are expected to: apply developmentally appropriate instruction, develop both long- and short-term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator.

**EDUC-590B TEACHER RESIDENCY 2 ADOLESCENCE EDUC (3 Credits)**

Teacher residency is the practice of teaching in a 7-12 classroom under the direct supervision of an attending teacher. Teacher residency requires a minimum of 1000 hours in the classroom as a paid resident who is not the teacher of record. Teacher residents must be accepted into a residency by a school partner and match with an attending teacher. Residents are expected to: apply developmentally appropriate instruction, develop both long- and short-term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator.

**Prerequisite(s):** TAKE EDUC-590A

**EDUC-599A SAFE SCHOOLS WKSP (0 Credits)**

**Restrictions:** RG.UG.GR

**EDUC-599B CHILD ABUSE PREV (0 Credits)**

**Restrictions:** RG.UG.GR

**EDUC-599D CULT DIVER WKSP (0 Credits)**

**Restrictions:** RG.UG.GR

**EDUC-599J Harassment, Bullying, Cyberbullying & Di (0 Credits)**

This course will address the social patterns of harassment, bullying and discrimination, 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. 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 certificate requirements in §14(5) of Chapter 102 of the Laws of 2012.

**Restrictions:** RG.UG.GR

**EDUC-599K EXPERIENCE IN DIVERSE ENVIRONMENTS (0 Credits)**

This non-credit field experience requires students to complete a field experience of at least 30 hours in a diverse setting.

**EDUC-604 HIST. CATHOLIC EDUD IN U.S. (3 Credits)****EDUC-615 USING DATA FOR SCHOOL IMPROVEMENT (3 Credits)**

This course will provide students experience in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies in interpreting and presenting data for continuous improvement in educational practice. Students will also explore (1) using data to guide curriculum, instruction and comprehensive school improvement efforts, (2) developing a data driven culture within the school and (3) using technologies to present data in meaningful ways to school stakeholders.

**EDUC-642 SURV,ORGANIZ,USE EDUC/VOC INF (3 Credits)****EDUC-643 ORG. & ADM. OF GUID. PROG. (3 Credits)****EDUC-647 SUPERVISED PRACTICUM-LECTURE (3 Credits)****EDUC-649 FIELD EXP. WITH SUPERV. (3 Credits)****EDUC-649N FIELD EXPER. NON SCH. (3 Credits)****EDUC-650 SEM IN LIT. OF GUIDANCE (3 Credits)****EDUC-655 BASIC SYMPOSIUM (3 Credits)****EDUC-655B MED. ASPECTS/REHAB COUNSELING (3 Credits)****EDUC-656 MENTAL HEALTH (3 Credits)****EDUC-657 SUPERVISED GRP COUNC. (3 Credits)****EDUC-671 LEGAL PROB & RECENT LEGISLATN (3 Credits)****EDUC-672 SCHOOL/COMM RELATIONS (3 Credits)****EDUC-674 PROB. OF STAFF PERSONNEL (3 Credits)****EDUC-675 PROB OF PUPIL PERSONNEL (3 Credits)****EDUC-692 EDUC LEADERSHIP (INST.) (3 Credits)****EDUC-693 MGMT IN EDUCATION (INST.) (3 Credits)****EDUC-694 SEC SCH CURRICULUM (3 Credits)****EDUC-698 INDEPENDENT STUDY (1-6 Credits)**

Study and research conducted under the supervision of a faculty member, usually holding a doctorate, in an area of interest mutually shared by the student and supervisor. Permission of instructor required.

**EDUC-699K EXPERIENCE IN DIVERSE ENVIRONMENTS (0 Credits)**

This non-credit field experience requires students to complete a field experience of at least 30 hours in a diverse setting.