

EDUCATION (EDUC)

EDUC-ELEC EDUCATION ELECTIVE (3.00000 Credits)

EDUC-099A SAFE SCHOOLS WORKSHOP (0 Credits)

All applicants for a New York certificate on or after February 2, 2001 are required to complete two clock hours of course work or training in school violence prevention and intervention in accordance with section 3004 of the Education Law. This two-hour workshop fulfills this requirement for New York candidates.

EDUC-099B CHILD ABUSE PREVENTION (0 Credits)

All applications for New York certification are required to complete two clock hours of coursework or training regarding the identification and reporting of suspected child abuse and maltreatment in accordance with Section 3003(4) and 3004 of the Education Law. This two hour workshop fulfills this requirement of New York candidates.

EDUC-099D CULTURAL DIVERSITY WORKSHOP (0 Credits)

This daylong workshop is required for certification candidates in St. Bonaventure University's registered initial certification programs. It provides knowledge, skills, and resources essential to the operation of a culturally affirming classroom and furthers the development of culturally competent classroom teachers.

EDUC-099F 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.

EDUC-099K 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-101 SOCIAL FOUNDATIONS OF AMERICAN EDUCATION: A CURRENT ISSUES APPROACH (3 Credits)

This course introduces participants to the world of education. It examines the historical and contemporary influences of education on individuals and society as well as the impact of theory, policy, and organization on education. Participants will investigate purposes of education and the roles of those involved in educational processes. They will explore critical issues in education. Participants are required to complete ten hours of observation in educational settings.

EDUC-201 INTRO. TO TEACHING (3 Credits)

This course introduces students to the world of teaching. Students will be introduced to: the work of teachers; historical and philosophical aspects of the American school system from a global perspective; the various roles of school personnel; basic curriculum principles; the political facets of school decisions; ethical and legal issues; the role of standards and standard setting entities; and the terminology and jargon of education. Students will initiate their own personal philosophy and will begin to develop a professional portfolio that will document their process of becoming a teacher. Field component: 10 hours observation.

EDUC-208 DESIGNING AND DELIVERING INSTRUCTION (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 practices that are major strands in the course.

Corequisite(s): EDUC-220L EDUC 208L or SPED-350L

EDUC-208L INSTRUCTIONAL DESIGN FOR ALL LEARNERS (0 Credits)

This course introduces students to the essential components of professional use of technology in secondary schools. Assignments will enhance competence with the use of a variety of technology-based tools used by the teacher for instruction and other professional work. Students in this course will be required to log hours in a supervised technology lab to complete assignments and master necessary technology skills.

Prerequisite(s): TAKE EDUC-208TAKE EDUC-101

EDUC-210 HUMAN DEVELOPMENT & LEARNING (3 Credits)

This course introduces students to human development processes and the nature of learning throughout the developmental years. The study of development includes physical and biological systems, individual cognitive and affective processes and sociocultural models and influences. The nature of learning encompasses theories of learning and classroom application. The course provides an orientation and background for sound educational practice.

EDUC-211 INTRO. TO SIGN LANGUAGE (3 Credits)

This course is designed for students having no previous knowledge of American Sign Language (ASL). It provides a basic understanding of ASL including principles of sign formulation, history of ASL, knowledge of the deaf community and its cultural protocols, finger spelling, numbers, and a basic core vocabulary for the student to communicate in ASL conversation at the beginning level. Acquisition of both comprehension and production skills are encouraged by using the functional/notional (voiceless) approach for instruction.

Restrictions: RGM.107

EDUC-212 INTERMEDIATE SIGN LANGUAGE (3 Credits)

This course expands the basic knowledge presented in ASL I. Spontaneous interaction in ASL mode is stressed by (voiceless) functional/notional instruction. Guided classroom conversations and activities encourage mastery of basic linguistic features, use of cultural protocols, additional core vocabulary, and more sophisticated finger spelling techniques.

Prerequisite(s): Take EDUC-211

Restrictions: RGM.107

EDUC-214 HONORS HUMAN DEVELOPMENT & LEARNING (3 Credits)

This course introduces students to human development processes and the nature of learning throughout the developmental years. The study of development includes physical and biological systems, individual cognitive and affective processes and sociocultural models and influences. The nature of learning encompasses theories of learning and classroom application. The course provides an orientation and background for sound educational practice.

Restrictions: RG.HON

EDUC-220 BASIC INSTRUCTIONAL DESIGN (3 Credits)

This course introduces students to the essential components of instructional design. Topics include lesson-planning, models of teaching, instructional strategies, techniques and materials. This course includes requirement related to teaching and technology. Assignment will enhance competence with the use of computers as a tool for the teacher and for teaching. Curriculum development, standards and classroom management are included in the course content. Students in this course will be required to log hours in a supervised technology lab to complete assignments and master necessary computer skills. Field components: 35 hours tutoring.

Prerequisite(s): TAKE EDUC-201 AND EDUC-210

Corequisite(s): Take EDUC-220L

EDUC-220L Basic Instructional Design Lab (0 Credits)

This course requires students to log hours in a supervised technology lab in order to complete assignments and demonstrate mastery of technology skills.

Prerequisite(s): TAKE EDUC-220 OR EDUC-208TAKE EDUC-201

EDUC-232 INDEPENDENT STUDY/RESEARCH ASSISTANT (1-3 Credits)

This course is designed to give the individual an opportunity to work on a one-to-one basis with a professor. The study may be directed toward: research in an area school, creative projects, seminars or other projects as deemed appropriate by the faculty member and approved by the chair of the department. Student responsibilities include: identification of the topic or problem to be examined (prior to registration), selection of a faculty member with whom to work, guidelines set by the professor and provide any feedback to the lead professor and the program director/ chair. Students may not take the course for more than 3 credit hours.

EDUC-250 ADOLESCENT DEVELOPMENT & LEARNING (3 Credits)

This course encompasses lifespan growth and development emphasizing late childhood, adolescent and young-adult issues. The study of development includes physical and biological systems, individual cognitive and affective processes, and socio-cultural models and influences. The course provides an orientation and background for sound educational practice.

EDUC-260 INSTRUCTIONAL STRATEGIES-MIDDLE LEVEL Education (3 Credits)

This course provides an overview of middle level learning environments and instructional strategies that promote active involvement of learners within that structure. Students will investigate early adolescent developmental characteristics, research background, current trends and issues in middle level education and explore techniques utilized in an effective learning environment, including organization, curriculum, instruction and classroom management.

Prerequisite(s): Take EDUC-220

EDUC-270 ENGLISH LANGUAGE LEARNERS IN K-12 CLASSROOM (3 Credits)

This course prepares prospective teachers to work effectively with English language learners (ELLs) in preK-12 classrooms so as to increase the ELL's achievement and adjustment in the classroom. The course will explore ELL student's varied backgrounds, laws and regulations regarding ELL instruction, lesson plan development for appropriate instruction and assessment procedures, selection of classroom management styles, and collaboration and co-teaching methods.

Prerequisite(s): Take EDUC-210

Restrictions: RG.ED.SE

EDUC-301BZ PHIL. OF EDUC. (3 Credits)**EDUC-304 METHODS, MODELS, & MANAGEMENT LAB (3 Credits)**

This course further develops students understanding of methods and models of instruction. student will refine and develop their lesson planning skills including writing objectives, connecting assessments to objectives, differentiating based on learning needs of students and the use of research based instructional strategies. Students will apply classroom management techniques, including the use of movement, in classrooms.

Prerequisite(s): Take EDUC-101 EDUC-210 SPED-230 and SPED-350

Corequisite(s): Take EDUC-310, EDUC-312X and SPED-340

Restrictions: RGM.108

EDUC-305 MUSIC/ART/PHED IN ELEM.SCH (3 Credits)

This course introduces students to music, art and physical education methods for the classroom teacher. One-third of the semester is devoted to each area. Music: This component addresses fundamentals of music notation; theory and ear training; singing and music listening; basic organization of the elementary school music program; and rhythmic, keyboard and creative activities. Art: This component addresses methods and materials for teaching elementary art and covers: fundamental elements of design needed to develop an aesthetic awareness and sensitivity in elementary school students and teachers; basic organization of the elementary school art program; and practical application of the various art media in elementary art programs. Physical Education: This component will center on the organization, methods and materials regarding physical education content for kindergarten through grade six. Active learning approaches to gross motor activities will be implemented.

Corequisite(s): Take EDUC-304 and EDUC-220

Restrictions: RGALLED

EDUC-306 MANAGING INSTRUCTION/BEHAVIOR IN SEC ED (3 Credits)

This course introduces students to 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.

Prerequisite(s): TAKE EDUC-101, EDUC-250

EDUC-310 M/M:TCH ELEM SS & LANG ARTS (3 Credits)

This course introduces students to the materials and strategies for teaching elementary social studies and language arts in an integrated manner. Emphasis is placed on initial and developmental literacy instruction. The course defines the scope and sequence, as well as state and local standards for literacy curricula. Students will plan and teach lessons in reading, writing, listening and speaking.

Prerequisite(s): TAKE EDUC-201 EDUC-210 EDUC-220 AND SPED-230

Corequisite(s): Take EDUC-304 and EDUC-312X

Restrictions: RGM.108

EDUC-312X DEVELOPMENTAL READING (3 Credits)

This course examines the philosophical frameworks of a variety of reading theories and instructional approaches. The course defines sequential reading instruction from decoding print to comprehension with emphasis placed on initial and developmental literacy instruction. State and local standards for literacy curricula are addressed in choosing effective practices and making optimal use of available literacy resources. Principles of teaching reading are applied to actual classroom practices.

Prerequisite(s): TAKE EDUC-201 EDUC-210 EDUC-220 SPED-230

Corequisite(s): Take EDUC-304 and EDUC-310

Restrictions: RGM.108

EDUC-321X DEVELOPMENTAL READING (0 Credits)**EDUC-325 CHILDREN'S LITERATURE (3 Credits)**

This course explores a range of children's literature in English, including traditional tales, picture books, fiction and non-fiction genres and subgenres. We will think critically about what these texts tell us about children's literature as a genre, what literature for young readers reveals about how we understand childhood, and how these books participate in larger movements in history, culture, and art. We will think about the initial and evolving impacts of a few benchmarks in the history of children's literature, and how these canonical texts resonate through children's literature and through culture at large.

EDUC-325H LIT FOR ELEM GRADES - HONORS LITERATURE FOR ELEM. GRADES (3 Credits)

This course offers a systematic review of literature for children in elementary grades. The course covers; integration of literature in the elementary curriculum; children's literacy preference, processes for evaluating children's literature, sources and uses of multicultural literature, periodicals and other sources of information on children's literature; and censorship issues.

Restrictions: RG.HON

EDUC-330 METHODS, MODELS, MANAGEMENT OF INSTRUCTION (2 Credits)

This course 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 uses of technology, application of discipline-specific curriculum standards, current issues, and professional development.

Prerequisite(s): TAKE EDUC-101, EDUC-250

EDUC-332 INDEPENDENT STUDY/RESEARCH ASSISTANT (1-3 Credits)

This course is designed to give the individual an opportunity to work on a one-to-one basis with a professor. The study may be directed toward any related field of study which could include: research in an area school, creative projects, seminars, or other projects as deemed appropriate by the faculty member and approved by the chair of the department. Student responsibilities include: identification of the topic or problem to be examined (prior to registration), selection of a faculty member with whom to work, guidelines set by the professor and provide any feedback to the lead professor and the program director/chair. Students may not take the course for more than 3 credit hours.

EDUC-333 SECONDARY ENGLISH METHODS (1 Credit)

This course examines the methods, skills and best practices for English teachers. The recommended practices and activities from National Council of 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 instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

Prerequisite(s): TAKE EDUC-101 EDUC-250 EDUC-354

Corequisite(s): TAKE EDUC-330

EDUC-334 COMPUTER SCIENCE METHODS (1 Credit)

This course examines the methods, skills and best practices for Computer Science teachers. The recommended practices and activities from the Computer Science Teachers Association provide the basis for this content specific course. 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.

Prerequisite(s): TAKE EDUC-330

EDUC-337 SECONDARY L.O.T.E. METHODS (1 Credit)

This course exams the methods, skills and best practices for Language Other Than English (LOTE) teachers. The recommended practices and activities from the National Council of Teachers of LOTE 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 instruction. Additional emphasis is placed on the uses of technology, application of discipline specific standards, current issues, and professional development.

Prerequisite(s): TAKE EDUC-101, EDUC-208, EDUC-250, SPED-440 AND EDUC-354

Corequisite(s): TAKE EDUC-330, EDUC-306 AND EDUC-360

EDUC-338 SECONDARY SOCIAL STUDIES METHODS (1 Credit)

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

Prerequisite(s): Take EDUC-101 EDUC-250 EDUC-208 SPED-440 EDUC-354

Corequisite(s): TAKE EDUC-330

EDUC-340 SECONDARY MATH METHODS (1 Credit)

This course examines the methods, skills and best practices for Math teachers. The recommended practices and activities from the National Council of 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 instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

Prerequisite(s): TAKE EDUC-101, EDUC-208, EDUC-250, SPED-440 AND EDUC-354

Corequisite(s): TAKE EDUC-330, EDUC-306 AND EDUC-360

EDUC-341 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 instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

Prerequisite(s): TAKE EDUC-101, EDUC-208, EDUC-250, SPED-440 AND EDUC-354

Corequisite(s): TAKE EDUC-330, EDUC-306 AND EDUC-360

EDUC-354 PROBLEMS OF LITERACY IN SEC SCHOOLS (3 Credits)

This course is designed to address the various difficulties teachers encounter when trying to teach reading to a diverse group of secondary learners. Special needs, English language learners, emotional, economic, social and cognitive problems will be explored. Students will learn strategies teachers can use to enhance literacy of secondary learners.

Prerequisite(s): TAKE EDUC-101 or EDUC-201

EDUC-360 LITERACY IN THE CONTENT AREA (3 Credits)

This course is a survey of literacy methods and study skills, critical thinking techniques and information processing for literacy in grades 6-12. The course includes text analysis, the role of metacognition and prior knowledge in reading, the integration of the language arts with content subjects, and the use of technology. The role of content teachers in supporting literacy development and in integrating literacy across all subjects is stressed.

Prerequisite(s): TAKE EDUC-101, EDUC-250

EDUC-387 CHILD ADVOCACY STUDIES I: PERSPECTIVES On Child Maltreatment & Child Advocacy (3 Credits)

This course is the introductory course for child advocacy studies. This course covers the history, comparative perspectives, the legal framework, responses to child maltreatment, the skills necessary to do the work, other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. The approach of the course will be from a variety of diverse, professional perspectives including the perspectives of a prosecuting attorney versus a defense attorney. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other area where knowledge of child maltreatment and advocating for children might be necessary. Much of the work will be hands-on.

EDUC-388 CHILD ADVOCACY STUDIES II: PROFESSIONAL & SYSTEM RESPONSES TO CHILD MALTREATMENT (3 Credits)

This course focuses on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student's knowledge and skills in identifying, investigating and prosecuting child maltreatment. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal and other areas where knowledge of child maltreatment investigation and advocacy are necessary. Students will receive competency-based skills training such as forensic interviewing, documentation, etc.

Prerequisite(s): TAKE EDUC-387

EDUC-389 CHILD ADVOCACY STUDIES III: RESPONDING TO THE SURVIVOR OF CHILD ABUSE & SURVIVOR RESPONSES (3 Credits)

This course is the third course for child advocacy studies. The purpose of this course is to prepare students to recognize the effects of child maltreatment and apply interventions strategies for children and their families. Multidisciplinary approaches to prevention, advocacy and treatment of child maltreatment survivors will be presented and discussed. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children will be necessary. The experiential lab for this course involves court room observation and interaction with children.

EDUC-399B SP TOP. INST STRAT/MDL LVL ED (3 Credits)**EDUC-401 DIAG/PRESCRIPTIVE READING (3 Credits)**

This course introduces students to the fundamentals of evaluating the literacy competencies of elementary students. Students learn individual and group strategies for informal and formal diagnosis of literacy difficulties. Emphasis is placed on utilizing research and best practice to determine appropriate prescriptions for remediation.

Prerequisite(s): TAKE EDUC-304

Corequisite(s): Take EDUC-425 and EDUC-430

Restrictions: RGM.108

EDUC-406 EVALUATING 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, 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.

Prerequisite(s): TAKE EDUC-101, EDUC-250, EDUC-323, SPED-440, EDUC-354

EDUC-425 ORGANIS/ASSESSMT ELEM CLASSRM (3 Credits)

This course introduces students to the fundamentals of measurement along with formal and informal assessment strategies that are developmentally appropriate, curriculum-specific, and incorporate an awareness of learning styles and multiple intelligences. Authentic and performance assessments will be analyzed and constructed. The course also develops the skills for managing instruction in a wide variety of learner groups and settings in elementary classrooms.

Prerequisite(s): TAKE EDUC-304

Corequisite(s): Take EDUC-401 and EDUC-430

Restrictions: RGM.108

EDUC-430 METHODS AND MODELS OF TEACHING ELEMENTARY STEAM (3 Credits)

This course introduces students to the materials and strategies for teaching elementary science, technology, engineering, arts and mathematics in an integrated manner. The course delineates the disciplines, skills and concepts of each of these disciplines. It also defines the scope and sequence, as well as state and local standards for elementary curricula in each of the disciplines.

Prerequisite(s): TAKE EDUC-304

Corequisite(s): Take EDUC-401 and EDUC-425

Restrictions: RGM.108

EDUC-432 INDEPENDENT STUDY/RESEARCH ASSISTANT (1-3 Credits)

This course is designed to give the individual an opportunity to work on a one-to-one basis with a professor. The study may be directed toward: research in an area school, creative projects, or seminars. Student responsibilities include: identification of the topic or problem to be examined (prior to registration), selection of a faculty member with whom to work, analysis of concepts learned at the end of the semester. Students may not take the course for more than 3 credit hours.

EDUC-432AI IND ST:APPLYING AI AS A TOOL ACROSS CONTENT AREAS (1-3 Credits)

This course is designed to give the individual an opportunity to work on a one-to-one basis with a professor. The study may be directed toward: research in an area school, creative projects, or seminars. Student responsibilities include: identification of the topic or problem to be examined (prior to registration), selection of a faculty member with whom to work, analysis of concepts learned at the end of the semester. Students may not take the course for more than 3 credit hours.

EDUC-437 FIELD EXPERIENCE (1-3 Credits)

The Field Experience is designed to provide opportunities for individualized reinforcement in content areas at the N-12 levels in local schools. The experience provides pre-service teachers with more opportunities to work with children in classroom situations through contracting for tutoring sessions, individualizing instruction for a particular pupil, or small group, and utilizing appropriate instructional techniques, methods and strategies.

EDUC-460Z PROFESSIONAL TEACHER (0 Credits)**EDUC-473 BASIC MUSIC THEORY (3 Credits)****EDUC-474 HARMONY (3 Credits)****EDUC-490 ELEM STUDENT TEACHING:PRIMARY (5 Credits)**

Student teaching is the culminating experience in the professional preparation of teachers. The primary student teaching experience (K-3) consists of approximately seven weeks in an elementary classroom. Students are expected to: apply developmentally appropriate instruction to meet individuals' 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 teacher.

EDUC-491 ELEM STUD TEACH:INTERMEDIATE (5 Credits)

Student teaching is the culminating experience in the professional preparation of teachers. The intermediate student teaching experience (4-6) consists of approximately seven weeks of full-time experience in an elementary classroom. 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.

EDUC-495 SEC.STUD.TEACHING:GRADES 7-9 (5 Credits)

Student teaching is the culminating experience in the professional preparation of teachers. This secondary student teaching experience consists of approximately seven weeks student teaching in grades 7-9. 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.

EDUC-495A SR SEM: PROF ASSESSMENT & REFLECTION (3 Credits)

This seminar will focus on professional self-assessment and standards-based documentation. The course will help students synthesize the major learnings in their program as they relate to the components of excellent teaching: planning, instruction and assessment. Students will use theory and research to support decisions in all three components. Pass/Fail. Co-requisite: enrollment in Student Teaching.

Corequisite(s): Take EDUC-490, EDUC-491, EDUC-495, EDUC-496, ED/SPED-490, ED/SPED-491, ED/ECED-490, PHED-490, OR PHED-491

EDUC-496 SEC STUD TEACH:GRADES 10-12 (5 Credits)

Student teaching is the culminating experience in the professional preparation of teachers. This secondary student teaching experience consists of approximately seven weeks student teaching 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.

EDUC-499 SENIOR SEMINAR:CURRENT ISSUES, ASSESSMENT & REFLECTION (3 Credits)

This capstone professional seminar brings to fruition the preparation of student teacher candidates. The course will provide students the opportunity to synthesize the major learnings in their program as they relate to the components of effective teaching: planning, instruction and assessment. Students will apply theory and research to support decisions in all three components. Through research and discussion, student will broaden their perspectives on relevant issues in education today and prepare to engage fully in professional discourse.

Corequisite(s): Take EDUC-490, EDUC-491, ED/SPED-490, ED/SPED-491, ED/ECED-490, PHED-490 and PHED-491