

to motivate and illustrate economic theory. Prerequisites: ECO 2510; 2520. **3 credits**

### **ECO 3150 MONEY, BANKING AND FINANCIAL MARKETS**

*(formerly ECO 315; ECO 215; Money and Banking)*

This course is an in-depth review of money and the financial system, the fundamentals of banking, the Federal Reserve and monetary policy, and financial market instruments. Prerequisites: ECO 2510 and BUS 3430. (Offered Fall, Spring) **3 credits**

### **ECO 3200 GLOBAL ECONOMICS AND FINANCE**

*(formerly ECO 320; ECO 220; International Economics)*

This course examines international trade and financial relations to assist students in evaluating the impact of international developments on domestic and foreign economies. This course focuses on the different trade theories and how they can be applied to real world settings. There is an emphasis on why conflict in trade occurs and assesses the efficacy of government policies. The course also explains the balance of trade, financial flows and currency markets. Prerequisites: ECO 2510 and ECO 2520. (Offered Fall, Spring) **3 credits**

### **ECO 3220 GLOBAL BUSINESS AND ECONOMIC RESEARCH SEMINAR**

*(formerly ECO 322)*

This course is intended for students participating in the annual European Week Conference (Euroweek). Euroweek is an international student conference and competition whose overall purpose is to add value to current studies by exposing students to an international research environment. Students collaborate on multi-country teams to identify a research project that could have a positive economic and societal impact. Each team prepares an academic paper ready for journal submission and presents their research in front of an international audience and panel of judges during the week-long Euroweek conference. This course is also open to students that wish to participate in a research project without the associated travel. Prerequisites: Demonstrated competency in written and oral communication and approval by Euroweek faculty and Associate Division Dean. (Offered Spring) **3 credits**

### **ECO 3310 LABOR ECONOMICS**

*(formerly ECO 331)*

A study of labor market concepts from the perspectives of consumer and firm choices, with a focus on the influence of government policies. The major variables of wages, employment, and productivity are assessed from micro and macro viewpoints. The course highlights the social and political forces that gave rise to labor unions and the impact of collective bargaining. The drivers of unemployment and income distribution are also covered. Prerequisites: ECO 2510 and ECO 2520. **3 credits**

### **ECO 3560 UNDERSTANDING ECONOMIC EVALUATIONS IN HEALTHCARE**

*(formerly ECO 356)*

This course explores economic concepts on the micro and macro levels. The laws of supply and demand will be explored as they relate to the healthcare environment. Current issues

of health insurance, uncompensated care, chronic disease management and methods of delivery, costs, pricing and financing health services will be explored while noting the micro and macroeconomic environment. The economic value of research and development, innovation, cost structures, physician specialization, utilization of mid-level practitioners, medical homes and prevention will be closely addressed. Note: This course is offered in seven-week semesters and is dual-listed with the Graduate level course BUS 5560. It is not offered every semester. **3 credits**

### **ECO 4010 ECONOMETRICS**

*(formerly ECO 401)*

This course will prepare students to conduct their own empirical analyses on actual Economic data. Students will learn how to evaluate probabilities, distributions and samples. They will apply hypothesis-testing methods to real world problems and they will carry out their own statistical tests, including estimation and forecasting, using regression techniques on time-series models. **3 credits**

### **ECO 4701, 4702, 4703 INDEPENDENT STUDY**

Independent study in an area approved by the Associate Dean for students with a minimum index of 3.0. The student works under the guidance of a member of the Business Faculty. Prerequisites: Senior standing and approval of the Associate Dean. (Offered upon request) **1, 2, 3 credits**

## **Education Courses**

### **EDU 3000 EPORTFOLIO**

*(formerly EDU 301E)*

Students are required to have an electronic portfolio for designated Benchmark Performances in all education courses. Students will upload all benchmark assignments required by the program in which they are enrolled at a time designated by the professor and stated in the course outline. Credit for Benchmark Performances will only be given if uploaded to the electronic portfolio Chalk and Wire by the required date. Failure to upload by the required date may result in a failing grade for the course. Students are required to register for this class when they register for their first education course. (Pass/Fail) Fee-\$103.00. **0 credit**

### **EDU 3110 METHODS AND TECHNIQUES OF TEACHING SCIENCE FOR ADOLESCENT STUDENTS**

*(formerly EDU 311)*

The course will involve micro-teaching, peer coaching and the study of the techniques and strategies for teaching science skills. The instructor will incorporate varied modalities, respective of the goals of this program, for the purpose of accomplishing teacher candidates' competencies in the implementation of New York State Standards for Instruction and The Common Core State Standards. This course also helps to prepare candidates for the edTPA Secondary Science Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning

and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-\$47.00. **3 credits**

### **EDU 3140 METHODS AND TECHNIQUES OF TEACHING MATHEMATICS FOR ADOLESCENT STUDENTS**

*(formerly EDU 314)*

This course will consist of an examination of the specialized curriculum goals, instructional strategies, instructional technology and materials for the teaching of secondary mathematics. It will focus on methods for making the discipline meaningful to students by promoting an active learning process. The students will learn to develop learning experiences and conduct assessment reflecting the processes of growth and development of the adolescent. Literacy, to include reading and writing in the content area and information retrieval topics will be infused into the coursework. The literacy education will include the teaching of literacy skills of listening, speaking, reading and writing to native English speakers and students who are English learners at the middle school and adolescence level, including methods of reading enrichment and remediation. Attention is given to planning and teaching learning tasks and activities for students who are culturally diverse, those with limited English proficiency and those with special needs. New York State's 2010 Common Core Curriculum and NCTM'S *Principles and Standards for School Mathematics* will be studied in-depth. This course also helps to prepare candidates for the Secondary edTPA Mathematics Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-\$47.00. **3 credits**

### **EDU 3150 METHODS AND TECHNIQUES OF TEACHING SPANISH FOR ADOLESCENT STUDENTS**

*(formerly EDU 315)*

This course focuses on teaching Spanish for communicative proficiency. The goals are to assist the teacher candidates to master the strategies and resources necessary to teach the four skills: listening, speaking, reading and writing so that the students will be able to use Spanish for communication as well as develop cross-cultural skills and understanding. Remedial and enrichment techniques will be discussed. A practical and theoretical framework for foreign language acquisition at the middle and high school level will be presented with special emphasis on lesson planning and teaching strategies. This course also helps to prepare candidates for the edTPA World Language Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-\$47.00. **3 credits**

### **EDU 3160 METHODS AND TECHNIQUES OF TEACHING SOCIAL STUDIES FOR ADOLESCENT STUDENTS**

*(formerly EDU 316)*

This course will address micro-teaching, peer teaching and the study of techniques and strategies deemed appropriate for accomplishing the goals of the program in achieving competencies. Through teacher-generated and student-generated topics, teacher candidates will learn to provide instruction requiring critical analysis and research. The importance of teaching comprehensive social studies lessons with a view towards the interaction of political, geographic,

economic, social, historical and cultural developments will be emphasized. This course is also designed to bring together the elements of the disciplines, which make up the social studies, to provide teacher candidates with a comprehensive understanding of the interdisciplinary nature of the social studies, and equip candidates with the ideas, strategies and techniques for teaching social studies in the middle and secondary schools. This course also helps to prepare teacher candidates for the edTPA Secondary History/Social Studies Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Fee-\$47.00. **3 credits**

### **EDU 3190 METHODS AND TECHNIQUES OF TEACHING ENGLISH FOR ADOLESCENT STUDENTS**

*(formerly EDU 319)*

This course addresses teaching strategies that incorporate peer and micro-style instruction to Native speakers and students who are English language learners at the adolescent and middle childhood specialist levels. These instructional methods include response to and critical analysis of literature of various genres, research techniques with emphasis on technology tools and a practical/theoretical framework for language acquisition. This course also helps to prepare teacher candidates for the edTPA Secondary English-Language Arts Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-\$47.00. **3 credits**

### **EDU 3290 STRATEGIES FOR ALL LEARNERS IN THE DIVERSE CLASSROOM**

*(formerly EDU 329)*

This course provides the teacher candidate with an overview of the knowledge, dispositions and skills necessary for formulating behavioral objectives, planning integrated lessons, assessing student progress, developing questioning skills and managing a classroom of diverse learners. A two-hour weekly observation in a high needs diverse school setting will be required. This field experience will provide the teacher candidate with opportunities to observe, participate and reflect upon various roles of a classroom teacher. New York State Standards for Instruction and the Common Core State Standards will be analyzed. This course also helps prepare teacher candidates for the edTPA elementary and secondary assessments by analyzing and applying the tasks of: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Fee-\$93.00. **3 credits**

### **EDU 3300 FIELD EXPERIENCE IN A SCHOOL SETTING**

*(formerly EDU 330)*

This field experience will provide all teacher candidates with a two-hour per week experience in a high-needs district in inclusive classrooms at the grade levels for which the candidates are being prepared to teach. Teaching experiences will be in all content and special subject areas normally taught in all certification areas. Evaluation will be by certified cooperating teachers. Observations and implementation of pedagogical knowledge in the diverse classroom will be the focus of this field experience. Two supervised one-hour seminar meetings regarding field experiences are required. This course also helps

prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Corequisite: EDU 3290. Fee-\$109.00. **0 credit**

### **EDU 3310 ASSESSMENT: UNCOVERING THE ABILITIES OF STUDENTS WITH DISABILITIES IN THE SCHOOL SETTING**

*(formerly EDU 331)*

This course will provide teacher candidates with the foundational skills to understand the uses and applications of educational assessment tools and resources. Various educational tools will be presented in a hands-on format in which the instruments will be critically reviewed and analyzed. The assessment process utilized to make eligibility, program, and placement decision for students with disabilities will be discussed. Opportunities to apply test data to guide instruction will be provided through case studies. **3 credits**

### **EDU 3320, 3330 LITERACY IN THE CONTENT AREAS FOR CHILDHOOD TEACHERS I AND II**

*(EDU 332/333)*

The goals of these courses are to assist the teacher candidates in understanding problems, approaches and resources necessary to teach reading, reading skills, diagnosing and applying remedial and enrichment techniques in the preschool, elementary and early middle grades. The teacher candidates will be presented with a practical and theoretical framework on which integrated language arts/reading instruction can be built, with special emphasis on technology tools and personal experiences to enhance language arts/reading instruction. In-depth studies will be experienced in the areas of whole language, basal readers, balanced literacy and guided reading. Through teacher-generated and student-generated topics, students will evince extended reading/writing assignments that will require research in interpersonal skills, diversified learning styles, the writing process and child development as they relate to the reading/writing process. This course also helps to prepare teacher candidates for the edTPA Task 1 "Literacy Planning: Planning for Literacy Instruction and Assessment." Prerequisite: EDU 3290. Fee-\$62.00 for each course. **3, 3 credits**

### **EDU 3340 LITERACY IN THE CONTENT AREAS FOR ADOLESCENT TEACHERS**

*(formerly EDU 334)*

This course focuses on teaching literacy skills in listening, speaking, reading and writing to students who are both native English speakers and English language learners. The goals of this course are to assist the teacher candidate in understanding the approaches and resources necessary to teach reading skills for the content areas, as well as how to apply remedial and enrichment reading techniques. A practical and theoretical framework for language acquisition, literacy and comprehension development will be presented with special emphasis on technology tools and personal experiences to enhance students' performance. Through teacher-generated and student-generated topics, teacher candidates will learn to provide instruction for literary response and expression, critical analysis and research. New York State Standards for Instruction

and the Common Core State Standards will be analyzed. This course also helps to prepare teacher candidates for the edTPA Secondary English-Language Arts Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-\$47.00. **3 credits**

### **EDU 3350 STUDENTS WITH DISABILITIES IN THE SCHOOL SETTING: CHARACTERISTICS AND EDUCATIONAL NEEDS FOR THE CLASSROOM TEACHER**

*(formerly EDU 335)*

This course will provide teacher candidates with the foundational skills to understand the characteristics and educational needs of students with disabilities. The special education eligibility process and the special education classifications are addressed in detail, beginning with the Response to Intervention process, and followed by the Committee on Special Education procedures. Strategies to address diverse learners will be discussed with a focus on Universal Design for Learning. Opportunities to apply strategies to guide instruction will be provided through case studies with Individualized Educational Programs. **3 credits**

### **EDU 3360 CURRICULUM AND METHODOLOGY IN EARLY CHILDHOOD EDUCATION, BIRTH-GRADE 2**

*(formerly EDU 336)*

This course addresses procedures for planning, organizing, implementing, and interpreting the learning environment, curriculum and materials for young children in the Birth to Grade 2 educational setting. Curriculum development and lesson planning will address the social, emotional, cognitive and physical development, as well as the diverse ability levels of early childhood learners. Fee-\$47.00 **3 credits**

### **EDU 3380 LITERACY IN THE CONTENT AREAS FOR CHILDHOOD TEACHERS**

*(formerly EDU 338; EDU 332/333 converted to 6 credits)*

The goals of these courses are to assist the teacher candidates in understanding problems, approaches and resources necessary to teach reading, reading skills, diagnosing and applying remedial and enrichment techniques in the preschool, elementary and early middle grades. The teacher candidates will be presented with a practical and theoretical framework on which integrated language arts/reading instruction can be built, with special emphasis on technology tools and personal experiences to enhance language arts/reading instruction. In-depth studies will be experienced in the areas of whole language, basal readers, balanced literacy and guided reading. Through teacher-generated and student-generated topics, students will evince extended reading/writing assignments that will require research in interpersonal skills, diversified learning styles, the writing process and child development as they relate to the reading/writing process. This course also helps to prepare teacher candidates for the edTPA Task 1 "Literacy Planning: Planning for Literacy Instruction and Assessment." Prerequisite: EDU 3290. Fee-\$124.00. **6 credits**

### **EDU 3390 LITERACY IN THE CONTENT AREAS FOR ADOLESCENT TEACHERS**

*(formerly EDU 339; converted from EDU 334/337 for 3 credits)*

This course focuses on teaching literacy skills in listening, speaking, reading and writing to students who are both native English speakers and English language learners. The goals of this course are to assist the teacher candidate in understanding the approaches and resources necessary to teach reading skills for the content areas, as well as how to apply remedial and enrichment reading techniques. A practical and theoretical framework for language acquisition, literacy and comprehension development will be presented with special emphasis on technology tools and personal experiences to enhance students' performance. Through teacher-generated and student-generated topics, teacher candidates will learn to provide instruction for literary response and expression, critical analysis and research. New York State Standards for Instruction and the Common Core State Standards will be analyzed. This course also helps to prepare teacher candidates for the edTPA Secondary English-Language Arts Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-\$94.00. **6 credits**

### **EDU 3410 MATHEMATICS IN THE DIVERSE CLASSROOM BIRTH-GRADE 2/CHILDHOOD 1-6**

*(formerly EDU 341)*

This course will consist of an examination of the curriculum goals, instructional strategies and materials for teaching mathematics in the elementary school (pre-school through middle school grades). It will focus on methods for making mathematics meaningful to children by promoting an active learning process, i.e., cooperative learning, collaborative grouping. The student will learn to develop learning experiences and conduct assessment reflecting the processes of growth and development of the child. Attention is given to planning and teaching mathematical tasks and activities for students who are culturally diverse, those with limited English proficiency and those with special needs. Also, the students will learn how to use manipulatives to develop concepts and utilize instructional technology. New York State's Mathematics, Science and Technology Learning Standards and Elementary Common Core Curriculum and NCTM'S Curriculum and Evaluation Standards For School Mathematics will be studied in depth. Problem solving for all grades and age levels will be a major focus of the course. This course also helps to prepare candidates for the edTPA Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-\$62.00. **3 credits**

### **EDU 3460 SCIENCE IN THE DIVERSE CLASSROOM BIRTH-GRADE 2/CHILDHOOD 1-6/ADOLSCENT 7-12**

*(formerly EDU 346)*

This course is designed to prepare teacher candidates in science content as well as science education. Teacher candidates will develop the skills needed to plan and implement a series of active investigations with special emphasis given to understanding the science discovery method and science processing skills in preschool, elementary and early middle grades. The aim is to promote a sense of relatedness of science to other content areas, as well as to people and their daily problems. Students will relate science to literature, contemporary events, research, technology, safety and gain awareness that science is a lifelong

way of thinking and investigating. Additionally, teaching science literacy skills of listening, speaking, reading and writing to native English speakers and students who are English Language Learners, including methods of enrichment and remediation, will be addressed. This course also helps to prepare teacher candidates for the edTPA Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-\$62.00. **3 credits**

### **EDU 3510 SOCIAL STUDIES IN THE DIVERSE CLASSROOM BIRTH-GRADE 2/CHILDHOOD 1-6**

*(formerly EDU 351)*

This course provides the teacher candidate with the knowledge, skills and dispositions necessary to know, understand and use major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and an interdependent world in the preschool, elementary and early middle grades. Candidates will create and implement an integrated unit plan that reflects an understanding of the development of democratic values, basic principles of government and citizenship and cultural diversity. New York State Standards for Instruction and the Common Core State Standards will be analyzed. This course also helps to prepare candidates for the edTPA Assessment by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: EDU 3290. Fee-\$62.00. **3 credits**

### **EDU 3520 TEACHING DIVERSE LEARNERS**

*(formerly EDU 352)*

This course will offer an overview of the learning process, motivational techniques, communication skills and experiences of the adaptation of materials, instruction and assessment methods for the diverse learner. Teacher candidates will incorporate these skills in their student teaching experience as they learn to stimulate and sustain student interest, cooperation and academic growth. This curriculum will provide knowledge and ideas for collaborating and planning for academic interventions and coordinating with other school staff to assist students in reaching their learning potential. Differentiated instruction, classroom management and resources for teaching in urban settings are studied during the semester. This course also helps to prepare teacher candidates for the edTPA by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Fee-\$93.00. **3 credits**

### **EDU 3550 FIELD EXPERIENCE IN A SCHOOL SETTING-CHILDHOOD/EC PROGRAM**

*(formerly EDU 355)*

This field experience will provide teacher candidates supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in all content areas normally taught in the childhood classrooms with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidate's responsibilities in the classroom.

Childhood teacher candidates will be under supervision of certified master teachers. Evaluations will be based on field performance. A **nine** hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-\$93.00. **0 credit**

### **EDU 3570 FIELD EXPERIENCE IN A SCHOOL SETTING-CHILDHOOD/SPECIAL EDUCATION PROGRAM**

*(formerly EDU 357)*

This field experience will provide teacher candidates with supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in all content areas normally taught in the childhood classrooms with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidates' responsibilities in the classroom. Childhood/Special Education teacher candidates will be under the supervision of certified master teachers. Evaluation will be based on field performance. A **nine** hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-\$93.00. **0 credit**

### **EDU 3600 FOUNDATIONS OF EDUCATION FOR REGULAR AND SPECIAL EDUCATION TEACHERS**

*(formerly EDU 360)*

#### **Writing-Intensive Course**

This course presents an overview of the philosophical, historical and sociological influences, models and theories that provide the basis of American education. Special reference is made to outstanding educators and events that have affected general and special education movements. Teacher candidates are expected to develop a personal philosophy of education and to demonstrate an awareness of the interaction and interdependence of society and education by objectively analyzing and criticizing educational issues. Teacher candidates will examine variations in beliefs, values and cultures within society and the effect of these on schooling. They will also demonstrate competency in written, oral and technological skills. Prerequisite: Sophomore-level or higher. Open to majors and non-majors. Fee-\$47.00. **3 credits**

### **EDU 3610 LAW AND PROFESSIONALISM IN INCLUSIVE SETTINGS**

*(formerly EDU 361)*

This course is designed to provide teacher candidates with an overview of the laws and policies governing regular and special education in the United States in terms of *GOALS 2000* and *IDEA '97*. The professional and pedagogical knowledge, skills and dispositions candidates need to be competent to work with diverse student learners will be examined. Current inclusionary techniques, technology tools, adaptive strategies, interventions and behavior modification vehicles for the special needs learner will be explored. Fee-\$47.00. **1 credit**

### **EDU 3650 CRITICAL EXAMINATION OF ISSUES IN EDUCATION**

*(formerly EDU 365)*

#### **Writing-Intensive Course**

The course is designed to provide early childhood (Birth-Grade 2), elementary, (Childhood 1-6), secondary (7-12), and special education teacher candidates with a framework for critical examination of current issues affecting the modern classroom. Teacher candidates will learn to analyze and evaluate contemporary educational issues and research ideas based upon the knowledge gained in the course. The teacher candidate will acquire pedagogical knowledge, understanding and skills that include: Autism Spectrum Disorder; the impact of culture; heritage; socioeconomic level; personal health and safety; nutrition; past or present abusive or dangerous environments and how they impact the learners and the classroom. They will learn the skills in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco and other drugs and that fosters the health and learning of all students, and the development of sense of community and respect for one another. Tolerance, character, values, gender equity, prevention of school violence and multicultural issues as they pertain to learners from diverse backgrounds will be examined. They will also learn the importance of productive relationships and interactions among the school, home and community for enhancing student learning, including service learning and skill in fostering effective relationships and interactions to support student growth and learning. Teacher candidates will learn means for identifying and reporting suspected child abuse and maltreatment (including at least two clock hours of training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law.) The course provides an overview of education as an evolving system, an area of study and a field for professional growth. Topics will integrate information concerning learning and evaluative activities appropriate for use with students from Birth-Grade 2/Childhood 1-6, and Adolescence 7-12. Prerequisite: Sophomore-level or higher. Open to majors and non-majors. Fee-\$93.00. **3 credits**

### **EDU 3660 PRINCIPLES AND TECHNIQUES OF TEACHING ADOLESCENT STUDENTS IN THE DIVERSE CLASSROOM**

*(formerly EDU 366)*

This course builds on the theories and practices of EDU 3290, and focuses on the skills and strategies needed for ensuring equity of education for all students in today's diverse society. Strategies for identifying categories of disabilities and remediation methods will be introduced. These skills will include the ability to facilitate language acquisition and literacy development and will include methods for improving reading and writing in the content areas. Methods for planning and implementing collaborative lessons with colleagues will be addressed. Classroom management theories that will assist candidates in developing their own philosophy of classroom management for future teaching responsibilities will be studied along with practice in developing behavioral supports and interventions for the classroom of diverse learners. Candidates will acquire effective methodology to address classroom diversity as it relates to gender, race, ethnicity and ability. Prerequisite: EDU 3290. Fee-\$47.00. **3 credits**

## **EDU 3680 FIELD EXPERIENCE IN A SCHOOL SETTING- ADOLESCENCE PROGRAMS**

*(formerly EDU 368)*

This field experience will provide teacher candidates supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in content areas taught in the adolescent classrooms with diverse student populations will be provided, as well as opportunities for a gradual increase in the teacher candidate's responsibility in the classroom. Adolescent Education teacher candidates will be under the supervision of certified master teachers. Evaluation will be based on field performance. A **nine** hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-\$170.00. **0 credit**

## **EDU 3690 FIELD EXPERIENCE IN A SCHOOL SETTING (SPECIAL SUBJECTS PROGRAMS: MUSIC EDUCATION AND VISUAL ARTS EDUCATION)**

*(formerly EDU 369)*

This field experience will provide teacher candidates supervised experiences in the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in the special subjects content areas are taught in the classrooms with diverse student populations will be provided as well as opportunities for a gradual increase in the teacher candidate's responsibilities in the classroom. Special subject teacher candidates will be under the supervision of certified master teachers. Evaluation will be based on field performance. A **nine** hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-\$170.00. **0 credit**

## **EDU 3700 FIELD EXPERIENCE IN A SCHOOL SETTING- ADOLESCENCE/SPECIAL EDUCATION PROGRAM**

*(formerly EDU 370)*

This field experience will provide teacher candidates supervised experiences with two different age groups within the range of grade levels for which the candidates are being prepared to teach. Teaching experiences in all content areas normally taught in the adolescent classrooms with diverse student populations will be provided, as well as opportunities for a gradual increase in the teacher candidate's responsibilities in the classroom. Adolescence/Special Education teacher candidates will be under the supervision of a certified master teacher. Evaluation will be based on field performance. A **nine** hour field experience per week is required. This course also helps to prepare teacher candidates for the edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. (Pass/Fail) Fee-\$170.00. **0 credit**

## **EDU 4810 CHILDHOOD 1-6/EARLY CHILDHOOD BIRTH-2 STUDENT TEACHING**

*(formerly EDU 481)*

Developmental learning processes, cultural heritage and family factors will be considered in the full-time 14 week teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement interdisciplinary instruction and assessment in the diverse classroom. All teacher candidates will student teach under the supervision of certified master teachers in a field placement with three different age groups within the range of grade levels birth-6 (one placement in birth through K, one placement in grades 1-3 and one placement in grades 4-6). Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice on the childhood level. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-\$217.00. **8 credits**

## **EDU 4820 CHILDHOOD/SPECIAL EDUCATION STUDENT TEACHING**

*(formerly EDU 482)*

Developmental and learning processes, cultural heritage and family factors of childhood/special education will be considered in the full time 14-week teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement instruction in the diverse inclusive classroom. Childhood/Special Education teacher candidates will student teach for one half of the semester in a general education classroom and one half of the semester in a special education/inclusive classroom. Experiences will be under the supervision of both a certified master education teacher and a certified master special education teacher. Field experiences will be with two different age groups within the range of grade levels 1-6 (one placement in grades 1-3, once placement in grades 4-6). Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-\$217.00. **8 credits**

## **EDU 4850 ADOLESCENCE STUDENT TEACHING**

*(formerly EDU 485)*

Developmental and learning processes, culture heritage and family factors of adolescence will be considered in the full-time teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement instruction in the diverse adolescent classroom. Adolescent teacher candidates will student teach in grades 7-9 for one half of the semester and in grades 10-12 for the remaining half of the semester under the supervision of a certified master adolescent

education teacher. Field placement for adolescent education teacher candidates will be with age groups within the range of grade levels and subject areas for which candidates are being prepared to teach. Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-\$217.00. **8 credits**

### **EDU 4870 ADOLESCENCE/SPECIAL EDUCATION STUDENT TEACHING**

*(formerly EDU 487)*

Developmental and learning processes, cultural heritage and family factors of adolescence/special education will be considered in the full time teaching semester. The teacher candidates will demonstrate mastery of competencies needed to implement instruction in the diverse inclusive classroom. Adolescence/Special Education teacher candidates will student teach for one half of the semester in a general education classroom and one half of the semester in a special education/inclusive classroom. Experiences will be under the supervision of both a certified master education teacher and a certified master special education teacher. Field experiences will be with two different age groups within the range of grade levels 7–12 (one placement in grades 7–9, one placement in grades 10–12). Evaluation of teacher candidates will be based on field performance as well as the ability to demonstrate knowledge of how to enhance learning through both reflective and collaborative practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-\$217.00. **8 credits**

### **EDU 4880 VISUAL ARTS EDUCATION-STUDENT TEACHING**

*(formerly EDU 490)*

In the full-time student teaching semester, the Visual Arts teacher candidate will demonstrate mastery of competencies needed to implement instruction in the diverse special subject classroom. The experience will be consistent with the program philosophy, purpose and objectives established and monitored by the program faculty and with learning outcomes specified and assessed regularly. This experience is accompanied by supervised weekly seminars conducted by faculty who have training and skills in visual arts education special subject areas and in the relevant pedagogy. Teacher candidates will have one placement in an elementary school and one placement in a middle or high school. Visual arts education teacher candidates will teach under the supervision of a certified master teacher and relevant Division of Education and Visual Art Department faculty. Evaluation of teacher candidates will be based on field performance as well as the ability to enhance learning through both reflective and collaborate practice. This course also helps

to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-\$217.00. **8 credits**

### **EDU 4890 MUSIC EDUCATION - STUDENT TEACHING**

*(formerly EDU 489)*

In the full-time student teaching semester, the Music teacher candidate will demonstrate mastery of competencies needed to implement instruction in the diverse special subject classroom. The experience will be consistent with the program philosophy, purpose and objectives established and monitored by the program faculty, and with learning outcomes specified and assessed regularly. This experience is accompanied by supervised weekly seminars conducted by faculty who have training and skills in the music education special subject areas and in the relevant pedagogy. Teacher candidates will have one placement in an elementary school and one placement in a middle or high school. Music education teacher candidates will teach under the supervision of a certified master teacher and relevant Division of Education and Music Department faculty. Evaluation of teacher candidates will be based on field performance as well as the ability to enhance learning through both reflective and collaborate practice. This course also helps to prepare teacher candidates for edTPA, a performance-based assessment required for initial certification, by analyzing and applying the three tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning and (3) Assessing Student Learning. Prerequisite: Successful completion of Phase I and Phase II. Corequisite: EDU 4880. Fee-\$217.00. **8 credits**

### **EDU 4900 STUDENT TEACHING SEMINAR-ALL CERTIFICATION PROGRAMS**

*(formerly EDU 488)*

Student teaching experiences will be incorporated into learning modules with special emphasis on classroom management techniques, advanced questioning techniques, reflective teaching practices and professionalism. Opportunities will also be provided for discussion to encourage and develop understanding and skills in the dynamics of interaction with parents, community members, professional colleagues and other school personnel. The capstone experience of this seminar will be the creation of a professional portfolio by each participant that will document growth in knowledge of subject matter, pedagogy and effective instructional practices. Guest speakers will offer workshops on relevant educational issues and trends including topics such as parental relations, conflict resolution, safety education, occupational education and consumer science education. **1 credit**

### **GRADUATE-LEVEL COURSE DESCRIPTIONS FOR FIVE YEAR PROGRAM EDUCATION STUDENTS ONLY:**

See the most recent Molloy College Graduate Catalog for full course descriptions and any fees. Credits vary.