

# EDUC: EDUCATION (GRADUATE)

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## **EDUC 6005 US Schools in Social Context (3 Credits)**

This course critically examines the philosophical, historic, social and legal foundations of education, as well as contemporary structures, functions and issues in American educational systems. Topics include: broad historical and social contexts within which American schools developed; present and historical relationships between schools and communities; diversity, equity, individuality and schooling; schooling and democracy/citizenship; social structures and cultures of schools; teachers as members of learning communities; computer use in schools; rights and responsibilities of education stakeholders; and contemporary debates and alternative visions of schooling. Students complete at least 12.5 hours observing or participating in school and community-based experiences in settings where their schools are located. This course includes up to four required synchronous sessions. This course was previously EDU-660515.

## **EDUC 6010 Middle Childhood & Adolescent Development (3 Credits)**

This course explores theories/research related to middle child and adolescent development and educational psychology within the contexts of families, cultures, communities and schools. The course will focus on physical, cognitive, social and emotional development; theories of learning and teaching; genetic and environmental factors affecting development; individual differences in abilities and developmental patterns; developmental issues and learning needs of students with special needs; and best practices for teaching, assessment, and creating a positive and motivating learning environment. MAT students (who are seeking certification) will be required to complete content specific classroom observation hours with a certified teacher for this course. This course was previously EDU-660511.

## **EDUC 6015 Exceptionalities: Individualizing Learning (3 Credits)**

This course provides an overview of theories and research about students with special needs and a range of exceptionalities, as well as issues and strategies in developing educational programs and adapting instruction to meet the needs of all students. Students develop awareness of and sensitivity to individual differences and learn how to individualize instruction in the context of their certification areas. Topics include: physical, emotional and learning disabilities; gifted and talented students; gifted and talented students and computers; individualizing instruction for all students; uses of assistive and adaptive technologies and computers to meet special needs; inclusion; and assessing behavior problems and planning, implementing, and evaluating interventions. Students complete at least 12.5 hours in a middle or high school classroom (appropriate to the certification area) working with a certified special education teacher to explore the application of what they are studying to a classroom setting. This course was previously EDU-660514.

## **EDUC 6020 Teaching & Learning: English (3 Credits)**

This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. The study of teaching methods and preparation of microteaching sessions are related to secondary English language arts instruction. Topics include: theories and research related to teaching and learning; general teaching methods and materials and developing instructional objectives; advantages and disadvantages of various teaching methodologies; instructional and behavioral components of classroom management; techniques of self-assessment and assessment of student learning; and uses of technology to enhance learning, and the cognitive and social aspects of technology mediated learning. This course has four synchronous sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons. This course was previously EDU-660506.

## **EDUC 6025 Teaching & Learning: LOTE (3 Credits)**

This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. The study of teaching methods and microteaching sessions is related to the student's area of certification in middle and high school. Topics include: theories and research related to teaching and learning; general teaching methods and materials, and developing instructional objectives; advantages and disadvantages of various teaching methodologies; instructional and behavioral components of classroom management; techniques of self-assessment and assessment of student learning; and uses of technology to enhance learning, and the cognitive and social aspects of technology mediated learning. This course has four synchronous sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons. This course was previously EDU-660509.

## **EDUC 6030 Teaching & Learning: Math (3 Credits)**

This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. Topics include: theories and research related to teaching and learning; general teaching methods and materials, and developing instructional objectives; advantages and disadvantages of various teaching methodologies; instructional and behavioral components of classroom management; techniques of self-assessment and assessment of student learning; and uses of technology to enhance learning, and the cognitive and social aspects of technology mediated learning. This course has four synchronous sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons. This course was previously EDU-660507.

**EDUC 6035 Teaching & Learning: Science (3 Credits)**

This course prepares teacher candidates for the exciting challenge of teaching science in an era of educational reform which takes a three-dimensional approach to science teaching that incorporates disciplinary core ideas, science and engineering practices, and crosscutting concepts. This course integrates science content knowledge, pedagogical knowledge, and curricular knowledge to effectively craft lessons that meet the needs of all learners. The course prepares participants to create effective and engaging lessons using the current standards for science and literacy as instructional frameworks. Participants will connect with the science education community by joining the National Science Teachers Association (NSTA). This course has synchronous and asynchronous components; there are four face-to-face classes held at students' regional college locations during which participants will learn about applying for science teaching positions, resume writing, and preparing and enacting science lessons. This course has four synchronous sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons.

**EDUC 6040 Teaching & Learning: Social Studies (3 Credits)**

This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. The study of teaching methods and preparation of microteaching sessions are related to secondary social studies. Topics include: theories and research related to teaching and learning; general teaching methods and materials, and developing instructional objectives; advantages and disadvantages of various teaching methodologies; instructional and behavioral components of classroom management; techniques of self assessment and assessment of student learning; and uses of technology to enhance learning, including computers as an interactive medium and as a tool, and the cognitive and social aspects of technology mediated learning. This course has four synchronous sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons. This course was previously EDU-660510.

**EDUC 6045 Teaching Diverse Learners (3 Credits)**

This course addresses diversity in contemporary schools, the ways children and families from various cultures are affected by and affect schools, and the role of the teacher and the curriculum in creating open and safe classroom environments conducive to learning. Students understand how to adapt instruction to the needs of diverse learners. Topics include: cultural, ethnic, racial and diversity issues in education; socioeconomic diversity; teacher cultural bias, attitudes and related behaviors; exploration of social identity; deculturalization and the history of education on dominated cultural groups; curriculum and instruction for the diverse student; gender equity, gender and sexuality; gender bias, caring teaching skills; classroom management; various culturally responsive teaching methods, and the impact of bullying on academic achievement on targeted populations. Additionally, students will reexamine ways to foster family and school community partnerships. This course includes synchronous sessions for webinars and micro-teachings. This course was previously EDU-660512.

**EDUC 6050 Content Area Study: English (3 Credits)**

This course focuses on literacy and literature in the intermediate and secondary English language arts classroom. A variety of texts and text types will be read and discussed. Different ways of organizing a literature-based curriculum, engaging students, addressing censorship, and reading through different critical lenses will be explored. Reading, writing, speaking, listening, and performing are aspects of literacy students will consider for inclusion in units of study grounded in literature.

**EDUC 6055 Content Area Study: Spanish (3 Credits)**

An array of content area topics will be available to enable candidates to strengthen their content area background. While learning new content, students will develop lessons, teaching methods and materials for use with their own pupils. Students are encouraged to link their content across disciplines. This course is fully online. This course was previously EDU-660528.

**EDUC 6060 Content Area Study: Math (3 Credits)**

An array of content area topics in grades 7-12 mathematics will be explored to enable students to strengthen their content area background. While learning new content, students will develop lessons, teaching methods and materials for use with their own pupils. Students are encouraged to link their content across disciplines. The National Council of Teachers of Mathematics (NCTM) six principles for school mathematics will form the foundation of this course with specific attention given to the NCTM content and process standards. In addition the Common Core (CC) learning standards will be used to inform students. This course is fully online. This course was previously EDU-660526.

**EDUC 6065 Content Area Study: Science (3 Credits)**

This course provides Grades 5-12 science teacher candidates an opportunity to advance in their science education understanding using national, international, and trans-national lenses. Using the National Assessment of Educational Progress (NAEP) results, we will investigate trends in American students' science learning along with contextual factors that impact their performance. Using a comparative approach, we will uncover factors that influence student science performance and science teacher instructional approaches. We will reflect upon science education policy borrowing and lending which results from the use and analysis of large-scale international assessments like the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA). As a course project, science teacher candidates choose and conduct research on an area of interest within their content area's curriculum and investigate a demographic factor, a content-area knowledge factor, and a science practice or disciplinary literacy in the United States and the country of their choice.

**Attributes:** Liberal

**EDUC 6070 Content Area Study: Social Studies (3 Credits)**

An array of content area topics will be available to enable candidates to strengthen their content area background. While learning new content, students will develop lessons, teaching methods and materials for use with their own pupils. Students are encouraged to link their content across disciplines. This course is fully online. This course was previously EDU-660530.

**EDUC 6080 Second Language Acquisition (3 Credits)**

Theory to Practice for Second Language Acquisition introduces the work of teaching children and adolescents English as a New Language (ENL). The course begins with background on how one learns a single native language or bilingualism in early childhood. It continues with an exploration of who the students are and how the acquisition of their first language factors into that of their second. There is an introduction to theories of second language acquisition followed by a focus on practices supported by research and theories. The course ends with a final project that connects theories and research with practice. This course is tailored for educators of ENL students, bilingual students or dual language.

**EDUC 6081 Linguistics and Grammar for English Teaching (3 Credits)**

Linguistics for English teaching introduces all educators to the study of language in all content areas for literacy development. The course begins with a focus on the sound system of English and then moves to the system of words and sentences. It focuses on making meaning of phonology, morphology, semantics, syntax, and pragmatics, and then concludes with the teaching of grammar as applied to educational settings. This course is tailored for all educators including those who work with ENL, bilingual, dual-language and multilingual students.

**EDUC 6082 Research-Based Methods for Teaching English Language Learners (3 Credits)**

Research-based Methods for Teaching English Language Learners introduces the goals and strategies of effective teaching for learners of English as a New Language (ENL). The course begins with a focus on the students and their educational needs. It continues with an introduction to methods for effective teaching based on research. Field observations provide opportunities to connect practices with theories and research. Projects include individual lesson planning. This course is tailored for teachers of ENL, bilingual education or dual language.

**EDUC 6083 Teaching English Language Learners in the Content Areas (3 Credits)**

As English Language Learners (ELLs) gain proficiency beyond the beginner stage, they become prepared to enter mainstream courses in the content areas. This course prepares teachers of content areas, teachers of English as a New Language (ENL), bilingual, and dual language to collaborate in meeting the needs of ELLs who have entered mainstream courses. It offers strategies for helping ELLs reach their potential as they continue to advance in English proficiency while learning in the content courses. Topics include the use of educational technologies and strategies for authentic assessments. This course is tailored for teachers working with language learners in ENL, bilingual, or dual language classrooms.

**EDUC 6084 P-12 English as a Second Language Practicum (3 Credits)**

At the center of this course is a practicum of at least 20 days with equal parts in both elementary (P-6) and secondary (7-12) classes. A cooperating teacher and an ESC faculty member will share in supervising and mentoring the candidate. This experience enables candidates to apply their knowledge toward developing skills in actual classrooms. All candidates in this course will meet synchronously and asynchronously as a group several times with the course instructor for seminars to discuss their challenges and accomplishments toward professional growth. Course assignments will merge in the construction of a portfolio that documents growth toward competence for teaching English language learners (ELLs). Prerequisites: EDUC 6080, EDUC 6081, EDUC 6082, EDUC 6083.

**EDUC 6085 Theory to Practice of Bilingual Education (3 Credits)**

The primary objective of this online course is to equip participants with a comprehensive understanding of the theoretical underpinnings of bilingual education. Participants will have the opportunity to evaluate policies that have been developed to address the unique needs of these students. The course aims to impart knowledge regarding various methodologies and techniques that can be utilized to facilitate effective instruction in this field. Additionally, the course seeks to foster an appreciation for the historical, sociological, psychological, ideological, linguistic, cognitive, and pedagogical implications of bilingual education, particularly as they pertain to children belonging to both minority and majority language groups. This examination aims to enhance their understanding of the challenges faced by bilingual learners. Field observations of 25 hours (age groups – P-6 and 7-12) contribute to a theory-practice nexus in students' developing understandings.

**EDUC 6086 Bilingual Literacy Instruction: Strategies for Teaching in the Native Language and English Across Co (3 Credits)**

Bilingual Literacy Instruction: Strategies for Teaching in the Native Language and English Across Content Areas will emphasize effective educational methodologies and assessments in both Native language and English Language. This study will focus on examining classroom approaches and assessments within the content areas in K-12 settings. By participating in class discussions, readings, and assignments, students will be able to engage in a critical examination of various interconnected perspectives. Review the existing literature and research on bilingualism and then analyze its implications within academic and professional settings. Field observations of 25 hours (age groups – P-6 and 7-12) contribute to a theory-practice nexus in students' developing understandings.

**EDUC 6087 A Multicultural Education Approach to Teaching Diverse Learners (3 Credits)**

The course is designed to help current and future educators acquire the concepts, paradigms, and explanations needed to be successful practitioners in classrooms and schools that are varied in terms of culture, race, language, and socioeconomic status. The notion of culture will become more complex through new perspectives of teachers, who are additionally going to see race, class, gender, social class, and exceptionality as interrelated ideas rather than as separate and different ones. Teachers will acquire the knowledge, skills, and attitudes necessary to collaborate successfully with students from various ethnic backgrounds as well as support the cross-cultural instruction, values, and competencies of students from dominant groups. The topics included in this course pertain to cultural, ethnic, racial, and diversity matters within the realm of education. These include exploring issues related to socioeconomic diversity, examining the presence of cultural bias among teachers, analyzing their attitudes, and corresponding behaviors, and encouraging teachers to reflect upon their own social identities. Additionally, the conversation delves into the historical context of educational practices that have marginalized certain cultural groups, as well as the development of curriculum and instructional strategies that cater to the needs of diverse students. Gender equity, gender and sexuality, and the presence of gender bias are also explored, along with the importance of nurturing caring teaching skills and effective classroom management. Lastly, the impact of bullying on the academic achievement of LGBTQ individuals is examined, with a focus on targeted populations within this community. Furthermore, students will explore strategies for developing collaborations between families and the school community.

**EDUC 6100 Teaching and Curriculum: English (3 Credits)**

This course examines research-based approaches to middle and high school curriculum development in the area of English language arts. Students will consider the relationships between curriculum and classroom management and the relationship between the curriculum and students' individual differences and capabilities. Students learn how to use their content knowledge to develop instructional objectives and to develop or adapt instructional materials appropriate to the middle and high school grade levels they are teaching. Students learn how to use technology for both instruction and information management, and to identify, use, and evaluate technologies appropriate to the ELA classroom. The culminating course assignment is to design a four to six week unit plan that aligns with ELA edTPA, and MAT program outcomes. This course was previously EDU-660516. Prerequisites: EDUC 6020.

**EDUC 6105 Teaching and Curriculum: LOTE (3 Credits)**

This course examines research-based approaches to middle and high school curriculum development, the relationships between curriculum and classroom management, and the relationship between the curriculum and students' individual differences and capabilities. Students learn how to use their subject matter knowledge to develop instructional objectives, and to develop or adapt instructional materials appropriate to the middle and high school grade levels they are teaching. Students learn how to use technology for both instruction and information management, and to identify use and evaluate technologies appropriate to the subjects and levels taught. The study of curriculum is related to the students' areas of certification. Topics include: research and theories related to curriculum and instructional strategies; curriculum construction, development of instructional objectives and materials, lesson planning and presentation; pupil evaluation; and technology mediated methods and materials. This course was previously EDU-660519. Prerequisites: EDUC 6025.

**EDUC 6110 Teaching and Curriculum: Math (3 Credits)**

This course examines research-based approaches to middle and high school curriculum development, the relationships between curriculum and classroom management, and the relationship between the curriculum and students' individual differences and capabilities. Students learn how to use their subject matter knowledge to develop instructional objectives, and to develop or adapt instructional materials appropriate to the middle and high school grade levels they are teaching. Students learn how to use technology for both instruction and information management, and to identify use and evaluate technologies appropriate to the subjects and levels taught. The study of curriculum is related to the students' areas of certification. Topics include: research and theories related to curriculum and instructional strategies; curriculum construction, development of instructional objectives and materials, lesson planning and presentation; pupil evaluation; and technology mediated methods and materials. This course was previously EDU-660517. Prerequisites: EDUC 6030.

**EDUC 6115 Teaching and Curriculum: Science (3 Credits)**

This advanced science education course builds upon teacher candidates' prior learning from the Teaching and Learning: Science course. Deepening the best-practice science teaching from earlier coursework, participants will focus on planning for and implementing authentic science practices and disciplinary literacies while creating a learning community that is inclusive. During the course, teacher candidates will engage in discussions and assignments on year-long curriculum planning, technology integration, pre-assessment, differentiation, disciplinary literacy, academic language, and using scientific phenomena and discrepant events. Prerequisite: EDUC 6035. Prerequisites: EDUC 6035.

**Attributes:** Liberal

**EDUC 6120 Teaching and Curriculum: Social Studies (3 Credits)**

This course examines research-based approaches to middle and high school curriculum development, the relationships between curriculum and classroom management, and the relationship between the curriculum and students' individual differences and capabilities. Students learn how to use their subject matter knowledge to develop instructional objectives, and to develop or adapt instructional materials appropriate to the middle and high school grade levels they are teaching. Students learn how to use technology for both instruction and information management, and to identify use and evaluate technologies appropriate to the subjects and levels taught. The study of curriculum is related to the students' areas of certification. Topics include: research and theories related to curriculum and instructional strategies; curriculum construction, development of instructional objectives and materials, lesson planning and presentation; pupil evaluation; and technology mediated methods and materials. This course was previously EDU-660520. Prerequisites: EDUC 6040.

**EDUC 6122 Teaching and Curriculum: Agricultural Education (3 Credits)**

This course is designed to help you build your skills in regards to curriculum and program planning in agricultural education. You will gain experience with aspects of short-term and long-term planning, while refining inquiry-oriented techniques for instruction and classroom management. Prerequisites: EDUC 6127 C or Better.

**EDUC 6125 Literacy (3 Credits)**

This course is designed for classroom teachers working with students in grades 5-12. Various forms of literacy, including, but not limited to reading, writing, speaking, listening, and digital literacy are explored within a NYS learning standards framework. Units include a critical consideration of theoretical perspectives about language acquisition and the wider social context of literacy in U.S. society in the 21st century. Topics include: developmental issues in language acquisition; instruction for literacy in multicultural classrooms; teaching English as a second language; and reading and writing difficulties with a specific focus on content comprehension strategies that classroom teachers can use to differentiate instruction. This course is fully online. This course was previously EDU-660531.

**EDUC 6127 Teaching and Learning: Agricultural Education (3 Credits)**

Discussion and practice in planning and presenting instruction in agriculture in formal and informal settings. Principles and application of approaches to teaching and organizing instruction, motivating students, developing instructional objectives, selecting and using teaching techniques, evaluating instruction, and managing classroom and laboratory instruction. This course has four synchronous, online sessions during which participants will learn about applying for teaching positions, resume writing, and preparing and enacting lessons.

**EDUC 6130 Literacy Across the Curriculum (3 Credits)**

This course examines the role of reading, writing and language within the curriculum and the impact of literacy on specific content areas. Students develop strategies and skills in exploring relevant content literature and using technology to acquire and manage information. Students gain experience in designing and implementing literacy lessons within the content area that meet the needs of all learners. Students will design a community literacy project integrating content area and literacy strategies that address the needs of a variety of stakeholders. This course is fully online.

**Attributes:** Liberal

**EDUC 6132 Content Area Study: Agricultural Education (3 Credits)**

This course is designed to build your skills in instructional delivery and youth development via the FFA Chapter found in each agriculture program and the Supervised Agricultural Experience component of the Three Circle Model of agriculture education. Models of youth development will be applied to your lesson planning.

**EDUC 6137 Child and Adolescent Development (3 Credits)**

This course will focus on physical, cognitive, social and emotional development of children and adolescents. The course explores theories of development within the contexts of families, cultures, communities and schools. It prepares prospective teachers to understand the needs, abilities and behaviors of children and adolescents. The course content will address theories of learning and teaching; genetic and environmental factors affecting child development; individual differences in abilities and developmental patterns; developmental issues and learning needs of students with special needs; and best practices for teaching and assessment. Teacher candidates will learn strategies in creating a positive and motivating learning environment in grades 1-12 classrooms. MAT Agriculture Education teacher candidates will be required to complete 10 classroom observation hours with a certified Agricultural Education teacher in a 1-12 grade classroom.

**EDUC 6998 Individualized Studies in Education (EDUC) (1-8 Credits)**

Students have the opportunity to develop individualized studies with their mentor/advisor in Education (EDUC). Please contact your mentor/advisor for more details.

**EDUC 7001 Teacher Education Clinical Course (0 Credits)**

The clinical course is a site-based course situated in the teacher candidate's classroom. It aims to support and advance teachers candidates' classroom practice. Over the course of the term, teacher candidates and supervising MAT faculty mentors engage in a process of formative mentoring that makes use of pre-observation, classroom observation, and post-observation follow-up. This course provides support and guidance to the beginning teacher in establishing classroom expectations, setting attainable teaching and learning goals, developing effective classroom management skills, creating a student-centered learning environment, and developing reflective habits of mind. The course will also allow the candidates to collaborate with one another to learn from each others' perspectives. Corequisites: Students must register for this course when registering for any of the following:

EDUC 7005, EDUC 7015, EDUC 7025, EDUC 7026, EDUC 7030, EDUC 7031, EDUC 7045, EDUC 7050, EDUC 7055, EDUC 7063, EDUC 7065, EDUC 7067, EDUC 7069, SPED 6065, SPED 6080, SPED 6086, SPED 6087, SPED 7010, SPED 7015, SPED 7030, SPED 7063, SPED 7067 .

**EDUC 7005 MAT Residency Seminar I (6 Credits)**

This six credit seminar uses gradual release of responsibility to facilitate collaboration among students, critic teachers, and college faculty. The residency seminar draws on the resident's teaching repertoire and ability to analyze and modify teaching strategies in relation to classroom responsibilities specific to the certification area. In this co-teaching model, the critic teacher is always present to provide feedback and support. All observations are by video recording, which requires permission from the administration at the resident's placement. This course involves five classroom observations. A requirement in this course is attendance in at least four synchronous sessions. The National Board for Professional Teaching Standards' 5 Core Propositions form the foundation of this course. This seminar is only open to students in the MAT residency track. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 6020 or EDUC 6025 or EDUC 6030 or EDUC 6035 or EDUC 6040 with a grade of B or better And EDUC 6005 And EDUC 6010 And EDUC 6015.

**EDUC 7010 Educational Evaluation (3 Credits)**

This course focuses on developing skills and a clear understanding of research-based best practices for evaluating student learning and teaching effectiveness. The course emphasizes the use of research-based theories and practices for assessing student learning, developing assessment strategies and analytical skills in order to modify instruction and adapt instructional materials, utilizing best practices for documenting student learning, and using technology to enhance and improve assessment practices. Students who take this course will need to have access to a classroom where an assessment activity can be planned and implemented, and data can be collected and analyzed. This course was previously EDU-660523.

**EDUC 7015 MAT Residency Seminar II (3 Credits)**

The residency experience and seminar develop the student's teaching repertoire related to actual teaching responsibilities in their certification area with a continuation of the co-teaching model. The seminar involves collaboration among students, critic teachers and college faculty. Students will draw on their courses and the work they did in Residency Seminar One to plan and successfully implement a teacher performance assessment. This course involves five classroom observations. A requirement for this course is attendance in at least four synchronous sessions. This seminar is only open to students in the MAT residency track. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 7005.

**EDUC 7020 Residency Capstone (3 Credits)**

This course focuses on the Master of Arts in Teaching (MAT) Residency capstone experience. MAT residency students will complete a portfolio that highlights how they have met MAT program standards as well as the standards set forth by their professional organizations. Successful completion of MAT Residency Seminar 2 or Residency Seminar 2B, either with a course outcome of B or better, are prerequisites for this course. In order to successfully complete the MAT program, this course must be completed with a grade of B or higher. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 7015 Residency Seminar 2 or EDUC 7069 Residency Seminar 2B, either with a grade of B or better..

**Attributes:** Liberal

**EDUC 7025 Intensified Mentored Teaching I (6 Credits)**

This intensified mentored teaching experience develops the student's teaching repertoire and ability to analyze and modify teaching strategies in relation to their teaching responsibilities and certification area. Students develop and use methods and materials appropriate to their teaching assignments and the certifications sought. Eight observations take place in this course (video permissions must be secured). A requirement in this course is attendance in at least four synchronous sessions. Areas studied include: classroom organization, classroom management, teaching, assessment, school safety. Prior to taking this course, students need to successfully complete Teaching and Learning in their content area, hold an approved teaching position that is guaranteed to last through the duration of the school year (Sept-June), and hold Transitional B teacher certification. Registration must be approved by the Office of Teacher Education (TeacherEducation@sunyempire.edu). A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 6020 or EDUC 6025 or EDUC 6030 or EDUC 6035 or EDUC 6040 with a grade of B or better AND EDUC 6005 AND EDUC 6010 AND EDUC 6015.

**EDUC 7026 Intensified Mentored Teaching I: Agricultural Education (6 Credits)**

This intensified mentored teaching experience develops the student's Agricultural Education teaching repertoire and ability to analyze and modify teaching strategies in relation to their teaching responsibilities and certification area. Students develop and use methods and materials appropriate to their teaching assignments and the certifications sought. Eight observations occur (permissions must be secured). A requirement in this course is attendance in at least four synchronous sessions. Areas studied include classroom organization, classroom management, teaching, assessment, school safety. Four synchronous meetings are required that will take place in an online space to be determined by the course instructor. Students must: 1) have successfully completed Teaching and Learning: Agricultural Education, 2) hold an approved teaching position that is guaranteed to last through the duration of the school year (Sept -June), and 3) hold Transitional B teacher certification. Registration must be approved by the Office of Teacher Education (TeacherEducation@sunyempire.edu). A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 6127 with a grade of B or better And EDUC 6005 And EDUC 6137 And EDUC 6015.

**EDUC 7030 Intensified Mentored Teaching II (3 Credits)**

This mentored teaching experience and seminar continue to develop the student's teaching repertoire related to actual teaching responsibilities and certification area. Students continue to develop and use methods and materials appropriate to their teaching assignments and the certifications sought. Seven mentored teaching observations also are required. A requirement in this course is attendance in at least four synchronous sessions. Students enrolled in this course will be continuing with their Intensified Mentored Teaching One teaching placement. Transitional B certification is required in order to take this course. Successful completion of Intensified Mentored Teaching One and Teaching and Learning are prerequisites to enrollment in Intensified Mentored Teaching Two. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 7025 with a B or better.

**EDUC 7031 Intensified Mentored Teaching II: Agricultural Education (3 Credits)**

This mentored teaching experience and seminar continue to develop the Agricultural Education student's teaching repertoire related to actual teaching responsibilities and certification area. Students continue to develop and use methods and materials appropriate to their teaching assignments and the certifications sought. Seven mentored teaching observations also are required. A requirement in this course is attendance in at least four synchronous sessions. Students enrolled in this course will be continuing with their Intensified Mentored Teaching I: Agricultural Education teaching placement. Transitional B certification is required to take this course. To successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 7026 with a grade of B or better .

**EDUC 7040 Mentored Observations (1 Credits)**

Students who are teaching on the Transitional B certificate but not enrolled in a Mentored Teaching course need to be observed by supervising MAT faculty in order to satisfy New York State regulations and must, accordingly, register for this one credit course. This course is intended to be taken once. Special permission from the appropriate Coordinator and Chair would be needed prior to enrolling in this course more than once. This is a one credit, pass/fail course. This course was previously EDU-660537.

**EDUC 7045 Mentored Teaching I (3 Credits)**

Mentored Teaching I is the first in a four-course sequence of Mentored Teaching courses. Mentored Teaching I is situated in the first-year teacher's classroom and supports classroom practice during new teacher induction. This course involves five classroom observations. A requirement for this course is attendance in at least four synchronous sessions. Mentored Teaching I provides support and guidance to the beginning teacher in establishing classroom expectations, setting attainable teaching and learning goals, developing effective classroom management skills, creating a student-centered learning environment, and developing reflective habits of mind. Students enrolled in this course should have successfully completed Teaching & Learning in their content area, have an approved teaching position, and hold Transitional B certification. Registration must be approved by the Office of Teacher Education (TeacherEducation@sunyempire.edu). A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 6020 or EDUC 6025 or EDUC 6030 or EDUC 6035 or EDUC 6040 with a grade of B or better And EDUC 6005 And EDUC 6010 And EDUC 6015.

**EDUC 7050 Mentored Teaching II (3 Credits)**

The mentored teaching experience and seminar develop the student's teaching repertoire related to actual teaching responsibilities and the certification area. Students continue to develop and use methods and materials appropriate to their teaching assignments and the certifications sought. The course involves collaboration among students, mentor teachers and Empire State College faculty. In the second in-service term, mentoring and supervision of teaching emphasize analysis and application in the following areas: teaching; curriculum; educational evaluation; literacy; school safety; classroom management, and use of technologies in teaching. This course involves five classroom observations. A requirement for this course is attendance in at least four synchronous sessions. Students must hold an approved teaching placement and Transitional B certification in order to take this course. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: A Teaching and Learning course and EDUC 7045 with a B or better final grade.

**EDUC 7055 Mentored Teaching III (3 Credits)**

This is the third course in the four-course mentored teaching sequence. Students continue to develop and use methods and materials appropriate to their teaching assignments and the certifications sought. The course involves collaboration among students, mentor teachers and MAT faculty. This course involves four classroom observations. A requirement for this course is attendance in at least four synchronous sessions. In addition to reflective practice, this course addresses integration and innovation in the following areas: teaching; curriculum; educational evaluation literacy; school safety; classroom management; and use of technologies in teaching. Students must hold an approved teaching placement and New York State Transitional B certification in order to take this course. Successful completion of Mentored Teaching One and Two are prerequisites to enrollment in Mentored Teaching Three. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 7045 with a B or better EDUC 7050 with a B or better.

**EDUC 7060 Mentored Teaching Capstone (3 Credits)**

This course focuses on the Master of Arts in Teaching (MAT) capstone experience. MAT Transitional B students will complete a portfolio that highlights how they have met the MAT program standards as well as the standards set forth by their professional organizations. Students must be enrolled in the MAT program and hold an approved teaching position to register for this course. The course includes two observations where the student must demonstrate proficiency in all areas on the observation rubric. Successful completions (grade B or higher) of Mentored Teaching One, Two and Three; or Intensified Mentored Teaching One and Two; are prerequisites to taking this capstone course. In order to successfully complete the MAT program, this course must be completed with a grade of B or higher. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: EDUC 7045 and EDUC 7050 and EDUC 7055 OR EDUC 7025 and EDUC 7030 all with a grade of B or better.

**Attributes:** Liberal

**EDUC 7063 Residency Seminar 1A (2 Credits)**

The Residency Seminar courses are designed to develop the resident's teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities and certification area. Residents will participate in online discussions, assignments, and at least four synchronous sessions associated with the course modules. This course involves an opening meeting with the resident, the attending teacher, and the field supervisor. Later in the term there are two classroom observations. In this first clinical course in the series, foundational teaching skills are introduced including: classroom management, the instructional cycle, constructivist approaches to teaching diverse learners, instructional planning, teaching dispositions, and reflective practice. Residents will follow the requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based attending teacher before the first school year begins. Residents will begin the first year in a co-teaching role, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the school year unfolds. Prerequisites: EDUC 6020 or EDUC 6025 or EDUC 6030 or EDUC 6035 or EDUC 6040 with a grade of B or better And EDUC 6005 And EDUC 6010 And EDUC 6015.

**EDUC 7065 Residency Seminar 1B (2 Credits)**

The Residency Seminar courses are designed to develop the resident's teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities and certification area. Residents will participate in online discussions, assignments, and at least four synchronous sessions associated with the course modules. This course involves three classroom observations. In this second clinical course in the series, we build on the foundational teaching skills from last semester and focus on planning for immersion, mastering instructional planning, assessment, student perceptions, sequencing and organizing instruction, classroom questioning techniques, and teaching dispositions. Residents will follow the requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the first school year begins. Residents will begin the first year in a co-teaching role, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the school year unfolds. Prerequisites: EDUC 7063.

**EDUC 7067 Residency Seminar 2A (2 Credits)**

The Residency Seminar courses are designed to develop the resident's teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities and certification area. Residents will participate in online discussions, assignments, and at least four synchronous sessions associated with the course modules. This course involves three classroom observations. This course is the third in the clinical course series and focuses on: edTPA preparation, disciplinary literacy, small group discussions and cooperative learning, inquiry teaching and higher-order thinking. Residents will follow the requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the first school year begins. Residents will begin the first year in a co-teaching role, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the school year unfolds. During the second year in the program there will be a blend of both co-teaching and resident-lead instruction. Prerequisites: EDUC 7065.

**EDUC 7069 Residency Seminar 2B (3 Credits)**

The Residency Seminar courses are designed to develop the resident's teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities and certification area. Residents will participate in online discussions, assignments, and at least four synchronous sessions associated with the course modules. This course involves two classroom observations and ends with a closing meeting with the resident, the attending teacher, and the field supervisor. This is the fourth and last course in the clinical course series. In this final clinical course, the primary focus is on trauma-informed instruction, and school safety. Residents will follow the requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the first school year begins. Residents will begin the first year in a co-teaching role, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the school year unfolds. During the second year in the program there will be a blend of both co-teaching and resident-lead instruction. Prerequisites: EDUC 7067.

**EDUC 7998 Individualized Studies in Education (EDUC) (1-8 Credits)**

Students have the opportunity to develop individualized studies with their mentor/advisor in Education (EDUC). Registration for this class must be approved by the student's mentor.