

GRADUATE EDUCATION (EDG)

EDG 504. Crit Issues/Teach Diverse Populations. 3 Credit Hours.

This course provides an overview of major issues and trends in the education of persons with exceptionalities, including the issues associated with special programs, such as educational placement and the national trend of inclusion. The course also discusses critical issues in special education which includes a historical review of policy, law and practice. Emphasis will be placed on current information of educational practices, up to date research on prevalence, current legislation and models of programs.

EDG 505. Found Hum Dev & Lrn in Cultural Contexts. 3 Credit Hours.

This course is required of all students seeking New York State Certification. In this course, we examine, analyze, and develop theories—ours and others—of how humans develop and learn. As we will discover, the predominance of psychological theories in education serving as the "knowledge base" of teacher preparation is partly accountable for the genetic fallacy undergirding contemporary beliefs and practices of teaching, learning, and school reform. It is for this reason that our emphasis of study is on the social, cultural, and political context within which learning takes place, and on the rapid changes occurring in our understanding of mind, thinking, and learning, especially as they pertain to students' abilities and needs.

Cross-listed Courses: EDG 520

EDG 508. Connecting Video Games, Teaching, Learn. 3 Credit Hours.

This course will examine the pedagogy of games and the potential applications of the teaching and learning strategies found in these informal, out-of-school settings to the content of classrooms. Participants will examine the concepts of motivation and play, and how it is possible (as game designers have) to make learning so challenging and fun that students spend hours engaging in the activity. Throughout the course, participants will explore board games, card games, video games and online games.

EDG 510. Research Found: Teaching & Sch. 3 Credit Hours.

This initial course establishes an inquiry framework for the students' continuous pedagogical development in the program. Shaping educational dispositions positively towards systematic inquiry, it simultaneously provides experience and guidance with skills and knowledge for effectively analyzing, reflecting upon, and modifying teaching behavior and knowledge of education. Through designing and conducting a series of step-by-step research studies, students examine empirically and conceptually three foundational educational topics—strategic questioning, classroom management, and the sociopolitical purposes of education.

EDG 515. Special Education Process and Legalities. 3 Credit Hours.

Students will gain essential knowledge and skills necessary to appropriately identify, assess and instruct students with educational disabilities in various settings on the continuum of service. Topics include categories of disabilities, components of multidisciplinary evaluations, and development of IEPs and ways to foster positive parent collaboration. Assessments studied include norm-referenced tests, diagnostic and screening instruments, and curriculum-based tools. Students will demonstrate ability to carry out their professional roles and responsibilities related to special education laws, regulations and processes.

EDG 520. Developmental Planning I: Teaching & Planning. 3 Credit Hours.

Two essential questions guide the course. Through what processes and mechanisms do the young (students) become more knowledgeable? How can the old (teachers) most effectively select and order learning experiences to best enable the young to become knowledgeable? It is for this reason that our emphasis of study is on the social, cultural and political contexts within which teaching and learning occur, and on mindfulness as both a prerequisite for teaching and goal for learning. Cross-listed Courses: EDG 505

EDG 521. Teaching Learning Today's Secondary Sch. 3 Credit Hours.

This course is an examination of those principles and practices that have shaped American education and instruction with an emphasis on interdisciplinary study of subject matter for tomorrow's student. Emphasis will be placed on: adolescent development from middle school to senior high perspective, learning theory and current approaches in instruction for a diversified student population.

EDG 525. Development Planning II: Applications. 3 Credit Hours.

Students will learn to demonstrate effective instructional and assessment methodologies for students in inclusive settings. Through weekly analyses, presentations and applications, teacher candidates will become proficient at analyzing educational goals and objectives and in constructing and adapting appropriate and flexible learning experiences for diverse learners to develop intended skills and knowledge. Field work experience in a school is an integral part of this course, with successful demonstration of teaching skills in videotaped lessons required.

EDG 530. Childhood Literacy I. 3 Credit Hours.

Effective literacy instruction requires incisive understanding and precise application of teaching methodologies for reading, writing, listening and speaking. Students will examine and practice research-based methods for teaching literacy with a focus on running records, miscue analysis, classroom literacy environments, writing instruction, and appropriate applications for learners in diverse settings and backgrounds.

EDG 531. Adolescent Literacy I. 3 Credit Hours.

Students will develop a foundational repertoire of research-based instructional strategies for strengthening their adolescent students' literacy skills needed for success in all content areas. Particular attention is paid to the areas of phonemic awareness, decoding, comprehension, and vocabulary instruction in relation to a variety of academic texts and related materials. Students will gain experience in applying these literacy strategies to meet the needs of diverse learners.

EDG 550. Pedagogical Content Knowledge. 3 Credit Hours.

Instructional planning always exists within a larger framework of curricular theory and practice, state and discipline-specific standards, and educational contexts. In this course, students will integrate their developing planning skills with the expectations of larger frameworks of professional practice. They will demonstrate the ability to analyze, evaluate, and design effective instruction and assessments that are fully aligned with learning theory as well as state and national standards. Prerequisite: EDG 525.

EDG 555. Instructional Technology for the Inclusive Classroom. 3 Credit Hours.

This survey course prepares preservice teachers to integrate technologies for educational purposes in inclusive classrooms with a wide variation of abilities and needs. Teacher candidates will consider technology tools that allow higher order thinking, problem solving, and global access to information. Topics include assistive technology devices and software, technology for curricular adaptation and assessment, and strategies to maintain professional learning through technology.

EDG 556. Intensive English Grammar & Usage for Teachers. 3 Credit Hours.

This course enables educators to use the English language to greater effect through the intensive study of its grammar, including the parts of speech and the parts of sentences (syntax). Educators will become proficient in identifying and using grammatical forms as they examine sentences from a variety of contexts, paying close attention to rhetoric and diction. The course includes a research project on a grammatical issue that addresses implications for teaching.

EDG 560. Childhood Literacy II. 3 Credit Hours.

This course continues to develop preservice teacher (Grades 1-6) knowledge of instruction and assessment for inclusive environments. The course's focus is on reading comprehension and implementation of lessons and units of study in classrooms. Assessment data will be evaluated for evidence of student learning and areas for development. Understanding and developing content area reading and writing, specifically social studies and science, is also a focus. The course also discusses instructional approaches for students with disabilities.

EDG 561. Adolescent Literacy II. 3 Credit Hours.

Middle and secondary student success depends on their ability to acquire and demonstrate academic literacy skills across a range of disciplines. In this course, students will develop an expanding professional knowledge base of effective literacy practices in reading, writing, listening, speaking, and viewing. Students will demonstrate the ability to design literacy-rich instructional plans that help adolescents achieve state and national learning standards in diverse academic disciplines and classroom contexts.

EDG 570. Pedagogical Methods Content Areas (grades 1-6). 3 Credit Hours.

This course is required of all students seeking dual New York State certification in Childhood/Students with Disabilities (grades 1-6). In this course, students will learn to transform the core content knowledge in mathematics, science and social studies into teachable instructional units. Students will review and evaluate current materials used to teach these content areas at the elementary level. Students will learn to integrate curriculum and to incorporate skills such as writing and speaking within the instruction and assessment of content. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG525.

Corequisites: EDG 560 and EDG 571.

Cross-listed Courses: EDG 575

EDG 571. Managing Inclusive Environment: Differentiation and Adaptations. 3 Credit Hours.

This course provides participants with research-based strategies to effectively create classrooms in which students with disabilities and other struggling students can achieve academic success. Course content and assignments include implementation of planning, instruction and assessment based on the specific mandated legal procedures of special education regulations. Topics include research-based best practices for differentiation, adaptations and modifications for all aspects of instruction and development and monitoring of IEPs and other required documentation.

EDG 575. Pedagogical Methods for Content Area Teachers (grades 7-12). 3 Credit Hours.

This course emphasizes the development of research-based curriculum, instruction and assessment in specific content areas Grades 7-12. Preparing for full-time teaching, students will work in two clinical field sites to apply and practice techniques to critically evaluate, select and transform core content concepts, knowledge and skills in subject areas into contiguous instructional experiences in so that their learners achieve and exceed mandated learning standards. Topics include student-centered learning activities, curriculum implementation and student learning assessment. Prerequisite: EDG 525.

Cross-listed Courses: EDG 570

EDG 576. Strategies & Methods for Special Educations Services (grades 7-12). 3 Credit Hours.

This course provides participants with research-based strategies to effectively implement IEP-driven instruction across the spectrum of service available for students with disabilities Grades 7-12. Course content and assignments include implementation of planning, instruction and assessment based on the specific mandated legal procedures of special education regulations. Topics will include effective instruction in primary and supplemental settings, as well as diploma options and post-secondary issues. Also addressed are co-teaching, modifications for all aspects of instruction, development and monitoring of IEPs and other required documentation.

EDG 577. Linguistics & Language Acquisition for K-12 Teachers. 3 Credit Hours.

This course focuses on linguistic perspectives for effective teaching of English language learners (ELLs), including phonology, morphology, syntax, semantics, discourse and pragmatics. The course emphasizes a conceptual framework that includes sociolinguistics and psycholinguistics concepts in teaching and learning of English as a second language. Teacher candidates are required to complete a 30-hour field placement in an elementary or secondary school to learn alongside an experienced English as a New Language (ENL) teacher. This course is the second of two required literacy methods courses for all teacher candidates seeking the New York state certification in TESOL.

EDG 578. Pedagogical Methods of Teaching Literacy To English Learners. 3 Credit Hours.

This course examines the adaptation and implementation of specific literacy methods of teaching listening, speaking, reading, and writing to English language learners (PreK-12). The core foundation of this course is a comprehensive integration of practices, principles, and research-based instructional strategies for helping English language learners develop literacy skills in English and across the curriculum (mathematics, science, social studies, language arts, and other appropriate content areas). Teachers will learn how to plan, manage, assess, and implement classroom instruction for English language learners in a sheltered and inclusive classroom setting. Teacher candidates are required to complete a 30-hour field placement in an elementary or secondary school to learn alongside an experienced English as a New Language (ENL) teacher.

EDG 580. Supervised Preservice Teaching (grades 1-6). 3 Credit Hours.

Teacher candidates successfully completing the prerequisite courses and competencies for the New York State certificate in Childhood/Students with Disabilities (1-6) will begin full-time teaching in an area elementary classroom for seven weeks. A signed contract between the candidate and cooperating teacher assures timely and appropriate induction into full-time responsibilities. Support and constructive guidance for professional growth is further enhanced through weekly formative evaluations completed by the cooperating teacher, college supervisor, and teacher candidate.

EDG 581. Supervised Preservice Teaching/SWD (grades 1-6). 3 Credit Hours.

Teacher candidates successfully completing the prerequisite courses and competencies for the New York State certificate in Childhood/Students with Disabilities (1-6) will begin full time teaching in an area elementary classroom with students with disabilities for seven weeks. A signed contract between the candidate and cooperating teacher assures timely and appropriate induction into full-time responsibilities, with professional growth enhanced by weekly formative evaluations completed by the cooperating teacher, college supervisor, and teacher candidate.

EDG 585. Supervised Preservice Teaching (grades 7-12). 3 Credit Hours.

Teacher candidates preparing for the New York State Dual Certificate in Adolescence Students with Disabilities (7-12) undertake full-time teaching in a secondary classroom in their area of content certification for seven weeks. A signed contract between the candidate and cooperating teacher assures timely and appropriate induction into full-time responsibilities and weekly formative evaluations by the cooperating teacher and college supervisor provide supportive, constructive guidance for professional growth.

EDG 586. Supervised Preservice Teaching/Swd (grades 7-12). 3 Credit Hours.

Teacher candidates preparing for the New York State Dual Certificate in Adolescence/Students with Disabilities (7-12) undertake full-time teaching in a secondary classroom with learners with special needs under the supervision of a certified practicing teacher and college supervisor. A contract between the candidate and cooperating teacher assures appropriate induction into full-time responsibilities, and weekly, formative evaluations by the cooperating teacher and college supervisor ensures constructive guidance for the teacher candidate.

EDG 587. Supervised Preservice Teaching/TESOL (grades Prek-6). 3 Credit Hours.

This is a required course for all teacher candidates preparing for the New York State certificate in T.E.S.O.L. (Pre K-12). Teacher candidates who have successfully completed the prerequisite courses and competencies will begin teaching full time in an area school ESL classes. Each teacher candidate will fulfill a teaching experience in an ESL classroom (Grades Pre K-6) A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the college supervisor, and the preservice teacher.
Prerequisites: EDG 561, EDG 577 and EDG 578.

EDG 588. Supervised Preservice Teaching TESOL 7-12. 3 Credit Hours.

This is a required course for all teacher candidates preparing for the New York State certificate in T.E.S.O.L. (Pre K-12). Teacher candidates who have successfully completed the prerequisite courses and competencies will begin teaching full time in area school ESL classes. Each teacher candidate will fulfill a teaching experience in an ESL classroom (Grades 7-12). A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the college supervisor, and the preservice teacher.
Prerequisite: EDG 561, EDG 577, EDG 578.

Corequisite: EDG 595.

EDG 590. Independent Study. 1-6 Credit Hours.**EDG 595. Preservice Clinical Seminar. 3 Credit Hours.**

This clinically-based seminar accompanies student teaching to provide professional support and direction in establishing the continuing refinement and growth of professional teaching competencies. In addition to completing an in-depth performance-based portfolio analysis of their instructional decision-making, teacher candidates will be provided supplemental certification and job seeking information. Available to Le Moyne student teachers only, this course is necessary for New York State certification/licensure.

EDG 600. Literacy Learning & Composing Process. 3 Credit Hours.

This course is designed to provide educators with a thorough overview of literacy theories and practices as they relate to writing instruction and assessment. The role of literacy development as it relates to the multiple purposes for writing will be experienced first hand. Teachers will study the relationships between reading and writing as a tool for learning, reading as a model for writing, and assignment design. Furthermore, teachers will experience strategies to support all stages of the composing process, approaches to assessment, teaching grammar in the context of writing, publishing student work, and preparing students for high-stakes testing. *Field experiences required.

Cross-listed Courses: EDR 600

EDG 601. Diagnosis, Remediation and Collaboration For Literacy Learning. 3 Credit Hours.

This course begins with the study of theories regarding brain development and literacy learning. Based on this information teachers in teams and pairs will have opportunities to become familiar with a wide variety of literacy testing materials for all ages and stages of human literacy development. Critiques of these materials will be encouraged as they learn to interpret and evaluate. Additionally, they will practice administration of testing materials and attempt to match their interpretations and recommendations with materials and strategies for successful corrective, compensatory, and remedial instruction. Therefore, the goal is to acquire greater proficiencies in creating literacy environments and teaching all aspects of literacy acquisition, such as phonemic awareness, vocabulary skills, study and comprehension strategies, etc. (This course is a prerequisite for the supervised community literacy center internship and enrollment must occur during the semester prior to the supervised community literacy center practice.

EDG 603. Linguistics & Language Acquisition for K-12 Teachers. 3 Credit Hours.

This course introduces the history of linguistics, the nature of discourse analysis, and social theories of mind and meaning. English language development, as well as study of traditional, structural, and transformational grammars, will be discussed in connection with modern English. Additionally, linguistic theory will be introduced with analytic techniques for the study of diverse languages and literacies in communities and schools. Furthermore, first language learning will be analyzed in terms of critical literacy theory. The importance of bilingualism will be emphasized with methods and procedures for teaching that promote first language maintenance while learning other languages. Finally, the course will study specific examples and current debates across the world about education and education reform, the nature of language and communication, and the socio-cultural diversity in schools and the society. Field experience required.

EDG 605. Read/Writ/Lang Tesol Classroom PreK-12. 3 Credit Hours.

Students will study the latest research and model programs in the language arts, writing and reading areas. First, they will practice implementing the methods and strategies for English language learners and demonstrate the ability to integrate these findings in their instruction through various approaches, such as thematic instruction. Students will become competent in diagnosing students' strengths and weaknesses and prescribing appropriate instruction. Materials and procedures for assessment will be analyzed. Field experiences required.

EDG 607. Classroom Assessment Strategies. 3 Credit Hours.

In this course, teachers will develop and evaluate formative and summative assessment strategies for student learning in classroom activities associated with a subject-matter domain. They will learn to design appropriate assessments that are carefully aligned with learning objectives and analyze student assessment data to inform instructional planning.

EDG 609. Cultural Responsive Literacy Methods and Assessment. 3 Credit Hours.

This course examines the adaptation and implementation of specific culturally responsive literacy strategies for English language learners. These strategies will be applied to mathematics, science, social studies, language arts, and other appropriate content areas. The methods of teaching to the standards for English language arts that emerge during studies will be analyzed in terms of meeting individual student's needs. Specific assessments, such as, authentic and standardized tests and testing procedures will be examined with study of scoring interpretations. Teachers will also learn how to make connections between interpretation of data and instructional materials and methods. Furthermore, electronic texts and computer programs will be critically viewed, focusing upon their uses for linguistically and culturally diverse students as well as students with special language and learning disabilities. Field experience required.

EDG 610. Social Justice & Advocacy for Educators. 3 Credit Hours.

In this course, participants will explore diverse theoretical frameworks that support the development of educators as facilitators of social justice and agents for change in schools and society. Participants will examine the relationships among educators, families, agencies, institutions, and diverse cultures within social, economic, and political contexts. They will study, design, and engage in strategies for supporting civil discourse, critical thinking, and meaningful collaborations in diverse classrooms and professional settings. In addition, they will gain knowledge and skills to gather and analyze resources and information to develop a personal action plan outlining strategies to promote social justice/systemic change/advocacy in a context related to their professional lives.

EDG 611. Curriculum Development & Instruction. 3 Credit Hours.

This course is designed to advance participants' foundational understanding of contemporary theoretical and practical underpinnings of curriculum design and implementation. Participants will examine major ideologies in curriculum theory and research-based practices to improve their ability to meet the diverse needs of their students through culturally and linguistically relevant instruction.

EDG 612. Curriculum Develop & Instruc Second Schl. 3 Credit Hours.

This course will focus on contemporary as well as historical curriculum thinking and practice. The issues discussed have the potential to influence the implementation, planning, and evaluation of curriculum at the high school level. We will critically examine the standards movement through varied perspectives, including political, social, cultural and philosophical, and the effect of the Regents examination requirement for graduation in NYS. These perspectives will be perceived by participants as complimentary and/or contradictory and will serve as the basis for class discussions and assignments. A major goal of this course is to assist participants in critically examining the traditional American curricula in light of the changing sociopolitical context at that level. To that end, course materials include research, practice and case studies that focus on teaching for equity and social justice. Participants will examine their own personal practical knowledge and its impact on their translation of curriculum.

EDG 615. Decision-Making in Schools. 3 Credit Hours.

This course examines the teacher as decision maker in all aspects of the profession. Focused on contemporary issues, participants will explore teachers' decisions regarding instruction, curriculum, assessment, and other professional facets of the teaching and learning process.

EDG 616. Classroom Management Strategies. 3 Credit Hours.

In this course, teachers will examine different theories and strategies related to creating and maintaining effective classroom environments. They will learn ways to: manage group behavior to reduce disruptions; involve students in the discipline process; have their students realize their capabilities and success; and help students to develop a management plan for their own behavior.

EDG 617. Curric/Instruc Pre-K - Grade 2. 3 Credit Hours.

This course will present current research and best practices related to teaching preschool and primary grades. Innovative methods and techniques will be discussed and applied. The subject matter areas studied are math, science, social studies, music, art, and language arts. The purpose of this course is to examine developmentally appropriate curricula, current issues and practices at the preschool and primary grade levels. This course is designed to be taken by students who may have no specific background in early childhood education.

EDG 618. Co-Teach Strategies Inclusive Classrooms. 3 Credit Hours.

This course provides an in-depth examination of the rationale and strategies for co-teaching partnerships to better meet the learning needs of all students, including students with special needs. Participants will become familiar with the five critical elements of an effective collaborative team and explore different approaches to co-teaching. Strategies will be discussed related to scheduling, role clarification, administrative support, and facilitating student access to the core curriculum by differentiating the content, process, and assessment.

EDG 624. Develop Approp Prac for Responsive Class. 3 Credit Hours.

The Responsive Classroom course is designed to provide students with advanced child development, social interactionist and constructivist theory as well as direct and practical application of the theory to current classrooms. As a result of this course, students will be able to implement the components of the responsive classroom and developmentally appropriate practices.

EDG 625. Teaching Children's Literature. 3 Credit Hours.

Literature written for children PK-6th grades will be identified as to its cultural, racial and gender significance in this course. Students will become familiar with the well known children's authors and their works. They will demonstrate this ability to identify books for children based on interest, age, reading level, and appropriateness of material. Techniques to increase a love for reading in children will be identified and demonstrated.

EDG 629. Emergent Literacy. 3 Credit Hours.

This graduate level course focuses on both the theoretical understandings of emergent readers and writers. The typical progressions in the acquisition of oral language and print literacy in childhood, including the sociocultural, cognition, and motivational influences on literacy development will be a focus of the course. Application of theory to developmentally appropriate practices for the assessment, planning, instruction, and the teaching of children.

EDG 635. Cross-Cult Comm for Tesol Classroom K-12. 3 Credit Hours.

Students will possess a thorough knowledge of how diverse students learn and acquire a second language through study in this course. This knowledge will be inclusive of culture, gender, socio-economic status and race. All forms of communication will be studied including verbal, non-verbal and the written word in the context of appropriate teaching strategies/aids for classroom use. Field experiences required.

EDG 636. Methods/Strat Teach Young Adolescent Lit. 3 Credit Hours.

In this course young adult literature, written for children in fifth grade through high school, will be identified and studied. Special emphasis will be focused on literature for its cultural, racial and gender significances. The purpose of this course is to study young adult literature in conjunction with the developmental and psychological stages of young adults, the nature of the school community, and curriculum planning and implementation. Teachers, through the process of reading, writing, listening, speaking, and viewing, will discover how to use all of these elements to encourage and enhance the individual responses of their students.

EDG 637. Special Edu Adminis & the Law. 3 Credit Hours.

The course will provide a framework for you to build an understanding of and an approach to the laws that affect and assure free and appropriate education of children and adolescents requiring special or related educational services. The goal of this information will be to provide a foundation and strategies for effectively meeting the needs of the classified special education students and those receiving services through Section 504.

Cross-listed Courses: EDL 637

EDG 638. Early Childhood Education. 3 Credit Hours.

In this course students will apply how children learn by identifying appropriate curricula, instructional strategies and assessment procedures for the preschool, kindergarten and primary child. This application will include an understanding of the role culture, socio-economic status, race and gender play in human growth and development. Recent research and model programs for classroom management will also be discussed and demonstrated.

EDG 640. Critical Issues in Educ and Leadership. 3 Credit Hours.

Identification and analysis of current issues in education will be the focus of this course. A study of the reform movements of the 80's and the responses to these reforms by the education community throughout the country and in particular at the New York State level. Selected issues will be discussed and debated in depth: inequality in access to services; the charter schools; authentic assessment; inclusion; financing education; school choice; diversity, etc. Model schools/ programs for the 21st century will be researched, discussed and presented to the class.

Cross-listed Courses: EDL 640

EDG 641. Strat/Curr for Emo Dist Stu. 3 Credit Hours.

This course is designed for graduate students of special education, as well as elementary and secondary, who are striving to understand and provide appropriate instruction for children who have behavioral problems and/or emotional problems. As a one semester course, issues of a theoretical nature will be addressed within the context of actual instructional strategies and the development of curricula to include this special population at the elementary and secondary levels.

EDG 642. Teaching Children & Adolescents W/Autism. 3 Credit Hours.

This course is designed for those interested in the cognitive, social and communication needs of children and adolescents with autism. The course will emphasize the translation of theory into practice as to how students with autism can learn. The many approaches to program development, behavior management and communication will be illustrated by videotapes, class discussion and guest speakers.

EDG 644. Developmental Issues in Adolescent Education (grades 7-12). 3 Credit Hours.

In this course, the focus is theories and aspects of how secondary students develop and learn. The emphasis is on the cognitive and sociocultural development, as well as how that development is situated within the school environment. Participants will examine and discuss current understanding of thinking and learning, especially in relation to the development students with disabilities and learning challenges. Only open to MSED students.

EDG 647. Curric Adapt/Stu With Disabil (7-12). 3 Credit Hours.

Special educators provide modifications and adaptations to curricula, instruction and assessment at the secondary level so that students with disabilities learn effectively. The focus of this course is on those techniques, along with study skills, test taking strategies and other practices designed to help adolescent students become successful independent learners.

EDG 649. Literacy Process & Strategies for Students With Special Needs. 3 Credit Hours.

This course provides direct instruction strategies for students with disabilities who struggle with reading, writing, speaking, and listening. Formal and informal assessment of specific reading problems will be explored, and use of that data to design strategic teaching in comprehension, word analysis, and writing processes. Oral language and listening skills will be developed as alternatives within literacy demands. The focus is increased literacy success for students with special needs through research-based practices. The impact of executive functioning problems on literacy will also be examined.

EDG 650. Digital Lit. for Authentic Lea. 3 Credit Hours.

This course focuses on skills, competencies and tools that enable educators to infuse digital literacies into teaching and learning. Through the lens of digital literacies, participants will examine and practice strategies to leverage emerging technologies to locate and filter, share and collaborate, organize and curate, create and generate, and reuse and repurpose curricular materials for improved practice.

EDG 651. Supervised Preservice Tch Grades 1-6. 4.5 Credit Hours.

This course is required for all prospective teachers seeking the New York State certification in Childhood/Students with Disabilities. In this course, teacher candidates, who have successfully completed the prerequisite courses and competencies, will begin full-time teaching in area elementary classes. Each candidate will fulfill a teaching experience in one elementary classroom (grades 1-6). A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by the cooperating teacher, the college supervisor and the preservice teacher. Prerequisite: EDG 575.

EDG 652. Supervised Preservice Teaching Special Education/Tesol (grades 1-6). 4.5 Credit Hours.

This course is required for all prospective teachers seeking the New York State certification in Childhood/Students with Disabilities or TESOL. Teacher candidates who have successfully completed the prerequisite courses and competencies, must fulfill a teaching experience in area elementary special education/inclusive or TESOL classroom. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by the cooperating teacher, the college supervisor and the preservice teacher. Prerequisite: EDG 575.

Corequisite: EDG 695.

EDG 654. Superv Preservice Teaching Grades 7-9. 4.5 Credit Hours.

This course is required for all prospective teachers seeking the New York State certification in Adolescence. In this course, teacher candidates preparing for the New York State Adolescence certificate, who have successfully completed the prerequisite courses and competencies, will begin full-time teaching in area middle school classes. Each candidate will fulfill a teaching experience in one middle school classroom (grades 7-9). A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by the cooperating teacher, the college supervisor and the preservice teacher. Prerequisite: EDG 570.

EDG 655. Edu Strat/Students with Disabl. 3 Credit Hours.

This graduate course explores researchbased practice for teaching students with disabilities in academic and functional curriculum areas. Students of all disciplines are invited to register, whether involved in special education, elementary or secondary. The course will include techniques for both remediation and compensation with a focus on independent learning strategies. Both primary and supplemental instruction will be addressed, as well as collaboration and consultation with regular education teachers, parents and paraprofessionals. Strategies for successful integration and inclusion of students with disabilities will also be studied. Practicum experiences are a part of this course, therefore the assignments are designed for application of concepts and skills and reflection on practice for student teaching where this is required.

EDG 656. Superv Preservice Teaching Grades 10-12. 4.5 Credit Hours.

This course is required for all prospective teachers seeking the New York State certification in Adolescence. In this course, teacher candidates preparing for the New York State Adolescence certificate, who have successfully completed the prerequisite courses and competencies, will begin full-time teaching in area high school classes. Each candidate will fulfill a teaching experience in one high school classroom (grades 10-12). A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by the cooperating teacher, the college supervisor and the preservice teacher. Prerequisite: EDG 570.

EDG 657. Supervised Preservice Teaching Special Education/ TESOL (grades 7-12). 4.5 Credit Hours.

This is a required course for all teacher candidates preparing for the NYS Dual Certificate in Adolescence/Students with Disabilities or TESOL. Teacher candidates who have successfully completed the prerequisite courses and competencies must fulfill a teaching experience in an area middle or secondary special education/inclusive or TESOL classroom. A signed contract between the candidate and supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by each of the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDG 570.

EDG 660. Adult Learning Theories and Approaches. 3 Credit Hours.

Research regarding the nature of adult learning has grown significantly in recent years. New research in self-directed learning, intelligence and cognition are being linked to adulthood. This course explores these new works, examines various aspects of human development and relates them to enhancing the thinking and learning performance of adults throughout life.

EDG 664. Continuing Professional Education. 3 Credit Hours.

Professionals in every setting are facing escalating pressures to acquire new knowledge and skills. This course examines continuing professional education from the view of both individual professionals and educational providers. Effective continuing education is one important way professionals, associations and service organizations can respond to the needs of their clients.

EDG 668. Instructional Coaching for Student Success. 3 Credit Hours.

This course provides certified teachers with foundational knowledge and skills in their roles as instructional peer coaches. Students will apply adult learning theory and communication skills to essential aspects of the coaching cycle. They will analyze student data, use that data to set specific, attainable instructional goals, and develop strategies for reaching those goals. They will learn techniques for modeling effective instruction and encouraging reflection to build professional learning communities in their schools. Cross-listed Courses: EDL 668

EDG 670. Curriculum and Technology Strategies. 3 Credit Hours.

This course examines the relationship between curriculum and technology. With a focus on the challenges and potential solutions of educational technology in curriculum design technological environment of various school setting and digital equity issues that impact the effectiveness of technology and pedagogy will be discussed to guide the development of a more responsive curriculum.

EDG 671. Intro & Survey of American Higher Educ. 3 Credit Hours.

This course provides students an overview of contemporary American higher education. The instructor will manage the course, be responsible for course objectives and requirements, and provide the ongoing course content. In addition, Le Moyne College administrators representing the academic environment, financial operations, student development, and institutional mission and advancement will be invited to offer various perspectives highlighting the administrative components and leadership roles in a higher education institution. Students will also be introduced to the major journals, conferences, associations, and research topics of the field.

EDG 672. Principles of Enrollment Management and Marketing in Higher Education. 3 Credit Hours.

Enrollment Management is a key concept in the administration of colleges and universities today. Enrollment Management is both an organizational structure for improving student and institutional outcomes and on organizational structure that typically includes administrative areas related to student access, success and marketing.

EDG 673. Critical & Contemp Issue in Higher Ed. 3 Credit Hours.

This course examines the current issues and challenges facing higher education. Such issues and challenges will be identified and analyzed by students. The course also enables to gain a broad perspective of the issues and factors influencing change. Cultural, demographic, economic, political and social forces will be of particular interest and concern as they impact on administration, faculty, students, and curriculum. Students will have the opportunity to examine critical issues in higher education in depth based on current research, practices and their own experiences as higher educators.

EDG 674. Leadership & Management for High Ed Admn. 3 Credit Hours.

This course is designed for students who aspire to or currently are employed in higher education administrative or leadership roles. This course focuses on the processes of leadership, management, and various levels of administration and explores the methods used for successful organizational change and improvement. The course will explore strategies for effectively planning, organizing, and managing student services, including the design and deployment of programs and services that enable students from diverse backgrounds to achieve their educational goals.

EDG 675. Educational Technology in Special Educ. 3 Credit Hours.

This introductory survey course is designed for educators to integrate an array of productivity tools and strategies with an emphasis on assistive technology, for effective teaching and learning. Students will be introduced to devices and applications, including those used in special education settings for educational, vocational and recreational purposes.

EDG 676. New Literacies in the Inclusive Classroom. 3 Credit Hours.

This course will focus on the possibilities of new literacies that emerge from new technologies. Exploration of strategies that individuals use to bridge digital literacies with print practices will include review of the visual, digital, and information literacies across content areas. Research and best practices around pedagogical approaches to online reading and digital writing will be examined and applied.

EDG 677. Curricular Practices for Virtual Educators. 3 Credit Hours.

This survey course will address theory and practice of technology-supported learning. Participants will develop the necessary knowledge and skills to analyze and evaluate the tools, methods, and environments for content specific instructional strategies. Emphasis will be placed on research-based best practices to meet required curricular guidelines.

EDG 678. Teaching Media Literacy Across Curriculum. 3 Credit Hours.

This course provides a foundation for teaching media literacy in elementary and secondary classrooms. In this course, participants will explore ways that teachers at all grade levels can integrate media literacy skills across content areas. The focus of the course will be on providing K-12 students with the concepts and skills that will allow them to be critical consumers of media. Participants will gain strategies to assist their students in deconstructing media messages, as well as creating their own media based on the core concepts.

EDG 679. Teaching With Comics & Graphic Novels. 3 Credit Hours.

This course provided strategies for selection, evaluation and integration of comics and graphic novels in elementary and secondary classrooms. Participants will investigate ways that teachers at all grade levels can integrate such strategies to address mandated learning standards across all content areas and grade levels. The focus of the course will be on developing critical reading, writing, and thinking skills through this visual medium. In addition, use of visual texts to support social and emotional learning needs will be discussed.

EDG 680. Research Methods in Education. 3 Credit Hours.

This course will describe the research process and explore alternative ways to conduct research in education. This includes an emphasis on design, sampling, data collection, analysis and presentation of findings. Teachers will learn techniques to complete "action" research studies in their classes. This course will provide the foundation for completing the master's project.

Prerequisite: Candidates must complete all required courses.

EDG 681. Supervised Internship Childhood (grades 1-6). 2-6 Credit Hours.

This supervised internship includes a variety of experiences and settings. Students will demonstrate application of professional knowledge and skills in the new area of certification (Grades 1-6). Critical analysis of the student's competency will be conducted through self-assessment and supervisory feedback. Open only to students who already hold a valid certification in another area. Pass/Fail only. Permission of department chair required.

EDG 682. Supervised Internship Special Education (grades 1-6). 3 Credit Hours.

This supervised internship includes a variety of special education experiences and settings. Students will demonstrate application of professional knowledge and skills in the new area of certification (Special Education Grades 1-6). Critical analysis of the student's competency will be conducted through self-assessment and supervisory feedback. Open only to students who already hold a valid certification in another area. Pass/Fail only. Permission of department chair required.

EDG 683. Supervised Internship Adolescent Education (grades 7-12). 2-6 Credit Hours.

This supervised internship includes a variety of adolescent content area experiences and settings. Students will demonstrate application of professional knowledge and skills in the new area of certification (Grades 7-12). Critical analysis of the student's competency will be conducted through self-assessment and supervisory feedback. Open only to students who already hold a valid certification in another area. Pass/Fail only. Permission of department chair required.

EDG 684. Supv Internship Adolescent Spec Ed 7-12. 3-6 Credit Hours.

This supervised internship includes a variety of adolescent special education experiences and settings. Students will demonstrate application of professional knowledge and skills in the new area of certification (Special Education Grades 7-12). critical analysis of the student's competency will be conducted through self-assessment and supervisory feedback. open only to students who already hold a valid certification in another area. Pass/Fail only. Permission of department chair required.

EDG 685. Supervised Internship Literacy (B-12). 3 Credit Hours.

This supervised internship includes a variety of experiences and settings. Students will demonstrate application of professional knowledge and skills in literacy, including diagnosis and remediation of concerns related to reading, writing, speaking and listening (B-6 or Grades 5-12) Critical analysis of the student's competency will be conducted through self-assessment and supervisory feedback. Open only to students who already hold a valid certification in another area. Pass/Fail only. Permission of department chair required.

EDG 686. Supervised Internship Dual Childhood/ Special Education (grades 1-6). 3 Credit Hours.

This supervised internship includes a variety of childhood and special education experiences and settings. Students will demonstrate application of professional knowledge and skills in the new area of certification (Childhood and Special Education Grades 1-6). Critical analysis of the student's competency will be conducted through self-assessment and supervisory feedback. Open only to students who already hold a valid certification in another area. Pass/Fail only. Permission of department chair required.

EDG 687. Supervised Internship TESOL (PreK-12). 3 Credit Hours.

This supervised internship includes a variety of experiences and settings. Students will demonstrate application of professional knowledge and skills in teaching English to speakers of other languages (PreK-12). Critical analysis of the student's competency will be conducted through self-assessment and supervisory feedback. open only to students who already hold a valid certification in another area. Pass/Fail only. Permission of department chair required.

EDG 690. Master's Project. 3 Credit Hours.

Classroom teachers are faced with questions that puzzle and concern them in their interaction with students. In this course teachers select their own professor approved topics and conduct research in classrooms. Students must register at regular registration with permission of thesis advisor. This research may be conducted on three levels: 1. Descriptions of processes (what actually happens). 2. Description of relationships (what is associated with what). 3. Research supporting a causative relationship. Degree candidates are required to present their research project to the Department of Education.

EDG 695. Graduate Research Seminar. 3 Credit Hours.

This course is required of all students seeking New York State Teacher certification. This weekly research seminar is designed for the preservice teaching professional semester. The resulting project will serve as a culmination of research and literature produced from previous graduate courses. During the seminar, preservice teachers will analyze past work in order to identify topics for action research to be conducted in their fields. This course must be taken during the student teaching semester.

EDG 701. Advanced Strategies Lang Arts Educ (1-6). 3 Credit Hours.

This course is about reading and writing as a source of pleasure and about new ways in which teachers can convey the sheer joy of doing things with words to younger students, grades 1-6. Using a series of popular and award-winning texts, this class will explore strategies for introducing poetry and prose to young readers, and will help teachers to develop a personal library of teaching materials that can be of immediate use in the teaching of language arts in the elementary school classroom. The course will pay particular attention to the ways in which difference-cultural, racial, and physical- is celebrated in stories and poems.

EDG 702. Content & Strategies Math Teaching 5-8. 3 Credit Hours.

This class is designed to increase mathematical knowledge and skills for middle school teachers in grades 5-8. Concepts that are part of the newly restructured New York State Mathematics curriculum will be explored and examined. These content areas include algebraic thinking, geometric concepts, measurement, proportions and ratios, probability and statistics, data analysis, fractions and decimals. This course will focus on effective strategies and methods pertaining to the teaching of mathematics in grades 5-8.

EDG 705. Content/Strat Prim Math Teaching K-4. 3 Credit Hours.

This class is designed to increase mathematical knowledge and skills of certified elementary teachers. Many of the concepts that are part of the newly restructured New York State mathematics curriculum will be explored and examined. These content areas include algebraic thinking, geometric concepts, measurement, proportions and rations, probability and statistics, data analysis, fractions and decimals. The course will also focus on effective strategies and methods pertaining to the teaching of mathematics in grades K-4.

EDG 709. Working With At Risk Stu in Class 7-12. 3 Credit Hours.

This course will focus on teaching the non-traditional student. Such a label incorporates a wide variety of students. Typically, alternative education is designed for the adolescent who has not been successful in the traditional school setting. Learning to connect with these students as well as the people associated with them will be the main focus of this course. Learning to create meaningful relationships not only with the student but with parents and/or caregivers, mental health workers, court appointed case workers; school social/guidance counselors, etc. will allow prospective teachers insight into the workings of the alternative education setting. Students will explore how socioeconomic differences and cultural backgrounds affect students. This course will also examine curricula and lesson plans that meet not only the state standards but also the social/emotional well being of the adolescent.

EDG 710. Dev/Imp Community Based Curr-All Student. 3 Credit Hours.

This course is designed to provide a foundational understanding of community-based curriculum planning, development, and teaching strategies for children and youth across a range of disabilities. Community-based experiences develop critical skills which children must learn for success in life. The course will guide graduate students in the development and implementation of a community-based curriculum by using a series of projects created so that children can learn and practice functional and life skills both in their classrooms and in natural community environments. An essential component will be the use of problem solving in the development of a variety of integrated activities that promote membership and learning for both special education and general education students. Our goal is to prepare children to lead productive lives at home, in school, and in their social relationships.

EDG 715. Using Hist Lit in Cross-Cultural Teach. 3 Credit Hours.

This is a course designed to meet the needs of secondary teachers interested in finding additional literature to use as supplemental resources for their curriculum. We will discuss the benefits and challenges to learning history through literature, both fiction and non-fiction, as well as address the needs of today's middle and teen readers. This course will examine both classic literature of the canon as well as contemporary, young adult pieces in order to identify a range of titles suitable for a variety of teenage audiences, reading levels, and course objectives.

EDG 728. Spanish Phonetics/Hst of Lang. 3 Credit Hours.

An analysis of the Spanish sound system (Phonetics) aimed at correcting pronunciation defects of Anglo speakers of Spanish, as well as an overview of the history and evolution of the Spanish language since its origins.

EDG 730. Teens, Tween and New Literacies. 3 Credit Hours.

In this course, participants will examine and discuss current understanding of new literacies and effective use of these strategies with students (ages 8-18). Teachers will learn to integrate strategies related to areas such as popular culture and digital literacies within their curricula.

EDG 731. Harry Potter Acr Curr: Multidisc Approac. 3 Credit Hours.

There is much debate about the Harry Potter books and whether or not they have a place in public school curricula. This course will have focus on three main issues: the debate over the merits and challenges of teaching the Rowling novels; the cultural phenomenon around the novels and the impact on young people; and effective strategies for using the novels as a starting point for other topics required by the New York State Learning Standards. Within the discussions will be issues related to literacy, and the role of children's literature in shaping the next generation's beliefs about gender, social class, race imperialism, capitalism, and spirituality. Teachers will be encouraged to empower students to engage in debates and dialogues around these and other issues.

EDG 732. Teaching Through Baseball: Multidisciplinary Perspectives. 3 Credit Hours.

This course is an elective for students who are certified teachers and enrolled in the Masters of Science in Education programs. The focus of the course will be on issues and aspects connected to the game of baseball, and ways baseball-related content can be embedded in K-12 curricula & instruction. Baseball is woven into the fabric of American life, and it is often connected to key social issues. The globalization of baseball provides opportunities for greater examination of the intersection of culture and sport. Application opportunities will be provided for teaching across grade levels and content areas. Participants will be introduced to the major journals, conferences, associations, and research topics related to baseball, and plan for integration into their professional practice.

EDG 765. Historiography & Methodology. 3 Credit Hours.

This course examines how Western historians from ancient times to the present have constructed historical narratives from primary sources. It shows students how to evaluate historical texts by teaching them to attend to the philosophical, cultural, and political contexts which influence historians. It asks whether history is an art or a science; it raises questions about objectivity; it explores the phenomenon of interpretations; it demonstrates techniques for the verification of evidence; and it confronts the challenges of presentism, relativism and skepticism by introducing students to current trends and debates within the discipline.

EDG 767. Teaching History of Modern Latin America. 3 Credit Hours.

This course is a survey of Latin America since independence in the 1820s. Students will connect issues across time and focus on transmitting material to others in the classroom setting. Each student will be required to research historical themes and to develop written and oral presentations that will be presented to undergraduate students as part of their History of Latin America since 1825 course. The main goal of the course is to prepare students to both understand Latin America and to effectively teach it in the classroom. Not open to students who have taken HST 328 or HST 428.

EDG 790. Social Justice & Democracy for Educators. 3 Credit Hours.

Special Topic Course: In this course, participants will explore diverse theoretical frames that support development of educators as facilitators of social justice, equity, and democracy. Participants will examine the relationships among educators, families, businesses, and other groups within the greater community contexts. Participants will gain knowledge and skills to examine and practice social justice in their personal and professional lives, and develop actions and behaviors that will help bring about change.