EDUCATION - GRADUATE

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Program Director: Linda S. Cerio (Education), Maureen Patterson (of Educational Leadership)

Professor: Stephen Fleury, Cathy Leogrande, Wen Ma

Associate Professor: Cynthia C. Choi, Diane Zigo

Assistant Professor: Andrea L. Tochelli-Ward

Professor of Practice: Lauri P. Bousquet

Adjunct Faculty: Robert P. Anderson, Christopher Brown, Deborah M. Cady Melzer, Linda S. Cerio, Daniel Dupee, James Evans, Mary Beth Fierro, Jeffrey Gordon, Ronald Gorney, Norbert Henry, Douglas Kazacos, David Lunden, Lauren Massa, Judy Morgan, Donna M. Norton, Colleen A. O’Connor, Mary Beth Past, Maureen Patterson, Anthony Sonnacchio, Ruth K. Thurber

Professor Emerita: Mary L. Collins, Patricia R. Schmidt

Professor Emeritus: Antonio M. Eppolito

Through scholarship, teaching and service, the education department at Le Moyne College is a learning community in the Jesuit tradition dedicated to preparing and inspiring teacher leaders who practice participatory democracy and social justice in their classrooms and schools.

Le Moyne’s graduate programs in education are value-driven and rooted in the following beliefs about students and teachers:

First, every student must accept appropriate responsibility for his or her own education. It is the teacher’s responsibility to create learning opportunities to meet the needs of each student.

Secondly, every student deserves to be treated with respect and dignity. It is the teacher’s responsibility to create a supportive learning environment that nurtures self-confidence and affirms diversity.

Finally, every student needs to grow as an independent learner, using self-reflection and critical analysis as learning tools. It is the teacher’s responsibility to guide students, especially through effective modeling of both reflective inquiry and a personal commitment to lifelong learning.

Admission Criteria

After completion of the admission file, application materials will be evaluated by the Graduate Education Admission Committee. The committee will review and evaluate the application based on a combination of the following criteria:

1. Academic achievement (minimum GPA of 3.0 in undergraduate studies)
2. Submission of Graduate Record Examination (GRE) scores OR Miller Analogies Test (MA)
3. International students should submit TOEFL or IELTS scores.
4. Potential to be successful in graduate study
5. Potential to meet the Le Moyne program standards.
6. Potential to meet the New York state teacher certification requirements

7. Students applying to the M.S.Ed. program must provide proof of initial certification no later than the end of their first semester of course work. Students may not continue taking courses until such documentation is provided.

Application Requirements

Prospective Masters of Science for Teachers (MST) students:

- seek a pre-admission advisement meeting with Education department prior to applying to the program

Prospective graduate students should submit:

- an application packet online (http://www.lemoyne.edu/Apply/Graduate-and-Professional-Admission/Application-Checklist-Education)
- two letters of recommendation from two professionals and/or academic advisors who can attest to your ability to be successful in a graduate program
- current resume
- a detailed (one to two pages) statement of purpose for undertaking graduate work in education. This statement should include ones experience in education, an explanation of study and research interests and professional goals. The applicants name and field of study should appear at the top of each page
- official transcripts of all previous academic work be sent to the Office of Graduate Admission. The Office of Graduate Admission will include a transcript for current Le Moyne students and alumni
- New York State Initial Teacher Certification Requirements- students entering a MSED program are required to have earned a passing score on each New York State Teacher Certification Examination (NYSTCE)
- advisement appointment with Education department

New York State Initial Teacher Certification Requirements

For initial certification, students are required to earn passing scores on each New York State Teacher Certification Examination (NYSTCE):

- Teacher Performance Test (edTPA)
- Educating All Students Test (EAS)
- Content Specialty Test (CST) for each certification area

Pass Rate

- 2016-2017 pass rate is TBA
- 2015-2016 pass rate is 83%

Workshops:

- Childhood Abuse Identification
- Schools Violence Intervention & Prevention/SAV
- Autism Training
- Dignity for All Students Act (DASA)

It is the student’s responsibility to prepare for and comply with New York State Education Department certification requirements.

Upon successful completion of all academic degree requirements and New York State certification requirements, students will be eligible for recommendation by the Education Department’s Credentials Officer.
Certification program requirements are subject to change as modifications occur in New York State Education Department regulations.

**Student Classifications**

Admitted – graduate students who have fulfilled all the entry requirements and have been accepted as candidates for a master’s degree with full graduate status as described in the official letter of acceptance.

Conditionally admitted – students whose application does not meet the criteria for full admission, but who appear to have the capability to successfully complete graduate courses. Conditionally admitted students may take up to 12 credits. After that, their status will be reviewed and a decision will be made regarding their full admission.

Non-degree – prospective degree candidates who have not completed the application process or who may be taking graduate courses for transfer. Graduate education students may take up to six credits on a non-degree basis.

**Academic Criteria**

**Transfer Credit Policy**

The director of the graduate education program has the authority to transfer courses, and accept substitute courses within the degree program.

**Term Limit for Completion**

Master’s degree students must complete all requirements within five calendar years from the date of matriculation. Students must complete a minimum of six credits per academic year to maintain their matriculated status.

For extenuating circumstances an extension maybe requested in writing to director of graduate education programs.

**Probation and Termination**

Graduate students earning a quality point index of less than 3.0 are placed on academic probation. A grade of C may be earned in two courses only.

M.S.T. students earning below a B in certain courses must repeat the course the next semester that the course is offered. The student must meet with the Director of Graduate Education and Chair before registering for additional courses. If a student earns a grade lower than a C in any graduate course, the student must repeat the course the next semester that course is offered.

1. see list of courses under Student Teaching

**Withdrawal or Leave of Absence**

Graduate education students requiring a leave of absence should apply in writing to the Director of the Graduate Education Program for an official leave and specify the date of expected return. Failure to do so for two consecutive semesters, exclusive of summer sessions, will require readmission to the program.

**Education Programs**

The following graduate education programs are available at Le Moyne College: Master of Science in Education (M.S.Ed.), Master of Science for Teachers (MST).

The Master of Science in Education I (M.S.Ed.) is designed for students who are initially certified and seeking professional certification in the same field. This program will extend and increase the competence of the graduate teacher in education, provide effective preparation for the specialized teacher and establish a foundation for continued research and study in education throughout the career of a teacher. This degree program will fulfill one of the requirements for professional certification in New York state in the following areas: childhood education, adolescent education and special education.

The Master of Science in Education II (M.S.Ed.) is designed for students who are initially certified but are seeking professional certification in a different certification area. This degree program will fulfill one of the requirements for professional certification in the following areas: childhood education, adolescent education and special education.

The Master of Science in Education I (General Professional Education) degree is also available to students who are seeking advanced study in education but not certification in any area. These students are eligible to enroll in the graduate program in general education. This degree program is tailored to fit students’ career goals based on an assessment of their competencies and their needs.

The M.S.Ed. program is committed to the following outcomes: demonstrated mastery in the breadth and depth of content; increased knowledge of the teaching/learning process; advanced skill in teaching strategies; sophisticated use of technological resources and recognition of the need for, and demonstrated effectiveness of, research to improve schools.

Requirements for completing the courses in the M.S.Ed. degree programs will include:

1. texts/readings using original sources;
2. written work that will emphasize research, model programs, etc.;
3. requirements that include developing model programs, restructuring curriculum, reorganizing a class/school and
4. in-depth readings of futures studies with additional original ideas.

The Master of Science for Teachers (M.S.T.) is designed for students who have completed baccalaureate degrees, but who did not pursue teacher education as an undergraduate student. For these graduate students, the M.S.T. will provide both a preservice teacher competency program and a graduate level program leading to in-service teacher proficiency. The program (M.S.T.) will graduate highly effective teachers in inclusive childhood (grades 1-6), adolescent (grades 7-12) and adolescent/special education (grades 7-12).

In all phases of the M.S.T. program, students will increase their knowledge; acquire skills and competencies in teaching and research; master educational theory and practice; gain understanding of the interaction among schools, community and social agencies and gain competence in using technology to enhance learning.

**Professional Practice**

**Practicum**

Each semester, Le Moyne students are required to complete field observation/practicum as a component of the program. M.S.T. students
are required to complete 100 hours of fieldwork, in urban, rural and suburban settings, as part of New York state teacher certification regulations.

Le Moyne College Education department will arrange all practicum placements. Students are not allowed to make their own arrangements for observation/practicum.

The goal of the observation/practicum is to serve as a bridge between the educational theory and practice taught in courses and the reality of public and private school classrooms. With guidance of the host teacher, the Le Moyne student will experience aspects of classroom instruction (i.e., tutor one-to-one or small groups of students, teach all or part of a lesson, engage in student assessment, etc.). Le Moyne students are encouraged to take advantage of any opportunities provided by host teachers to become actively involved in the classroom.

**Student Teaching**

M.S.T. students are required to student teach for one full semester. Candidates must successfully complete 2 student teaching sites in order to earn credit for both sites.

Student teachers follow the schedule of the schools in which they are placed. Students are discouraged from participating in other activities, including employment and athletics, during the student teaching semester. If a student must participate in any outside activity, the student must meet with the director of the graduate education program and chair of department prior to the student teaching semester.

No other courses may be taken during student teaching semester.

The Le Moyne College Education department will arrange all student teaching placements. Students are not allowed to make their own arrangements for student teaching. Every effort is made for student teachers to experience urban, suburban and rural settings. A Le Moyne College supervisor will observe the student teachers weekly and mentor their development.

Student teaching candidates are required to complete an application prior to taking their methods course. During the methods semester, student teaching candidates must complete a minimum of 20 hours of clinical practice at each site. This will provide the student teaching candidates with an opportunity to familiarize themselves with the buildings in which they will teach and to forge a collaborative relationship with their cooperating teachers and students in preparation for the student teaching semester.

In order to be eligible to student teach, students must meet the following criteria:

1. Overall graduate G.P.A. of 3.0 or better at the time of application for student teaching
2. Meet the application deadline for student teaching; distributed end of spring semester
3. Demonstrate evidence of professional commitment
4. Grade of B or better in the following key education courses:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDG 515</td>
<td>Introduction to Special Edu Perspective</td>
<td>3</td>
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<tr>
<td>EDG 525</td>
<td>Assess: Pract/Legalities Stud W/Disabil</td>
<td>3</td>
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<tr>
<td>EDG 535</td>
<td>Literacy Theories &amp; Practices</td>
<td>3</td>
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<tr>
<td>EDG 545</td>
<td>Plan,Assessing,Managing Inclus Classrm</td>
<td>3</td>
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<tr>
<td>EDG 555</td>
<td>Adv Literacy Theories/Practice Inclus Cl</td>
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Students who do not meet the criteria listed above must meet with the director of the graduate education department and the chair of education department in order to determine the course of action to be taken.

**Internships**

An internship is an opportunity for a student to assume, all or part of, the daily teaching under the guidance of a host teacher in an area school.

Students enrolled in the M.S.Ed. II program for literacy are required to successfully complete an internship. Internships for all other programs are at the discretion of the graduate education program.

The Education department will make all necessary arrangements prior to internship semester.

**Student Learning Outcomes in Master of Science in Education**

**Subject Matter & Education Knowledge**

Our candidates demonstrate a deep understanding of, and enduring inquisitiveness about, the critical concepts and principles of knowledge claims in subject matter disciplines and the field of education.

**Continuous Pedagogical & Professional Learning**

Our candidates engage in continuous and purposeful professional learning. They use evidence to continually evaluate their pedagogical and specialized practices and the effects of their choices/actions on others. They adapt their expertise to meet individual needs.

**Empathy, Respect & Transformation**

Our candidates model care for the whole person through empathy, compassion and respectful interaction for all. They work towards social transformation in the Jesuit tradition.

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<tr>
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<tbody>
<tr>
<td>EDG 575</td>
<td>Strategy&amp;Technology for Inclusive Clsrm</td>
<td>3</td>
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<tr>
<td>EDG 576</td>
<td>Managing Environ for Stu W/Disabilities</td>
<td>3</td>
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<tr>
<td>EDG 586</td>
<td>Instructional Technology for the Inclusive Classroom</td>
<td>3</td>
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<tr>
<th>Adolescent</th>
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<tbody>
<tr>
<td>EDG 515</td>
<td>Introduction to Special Edu Perspective</td>
<td>3</td>
</tr>
<tr>
<td>EDG 530</td>
<td>Multicultr Literacy Methods - Secondary</td>
<td>3</td>
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<tr>
<td>EDG 545</td>
<td>Plan,Assessing,Managing Inclus Classrm</td>
<td>3</td>
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<tr>
<td>EDG 550</td>
<td>Teach/Adapt Curric Content Specialists</td>
<td>3</td>
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<tr>
<td>EDG 560</td>
<td>Literacy Development Across Curriculum</td>
<td>3</td>
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<tr>
<td>EDG 570</td>
<td>Adolescent Strategies and Technology</td>
<td>4</td>
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<tr>
<td>EDG 580</td>
<td>Pedagogical Content Knowledge</td>
<td>3</td>
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<tr>
<th>Dual Adolescent/Special Ed</th>
<th>Course Title</th>
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<tr>
<td>EDG 515</td>
<td>Introduction to Special Edu Perspective</td>
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<td>Literacy Development Across Curriculum</td>
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<td>EDG 570</td>
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</tr>
<tr>
<td>EDG 580</td>
<td>Pedagogical Content Knowledge</td>
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Student Learning Outcomes in Master of Science for Teachers

Subject Matter & Education Knowledge

Our candidates demonstrate a deep understanding of, and enduring inquisitiveness about, the critical concepts and principles of knowledge claims in subject matter disciplines and the field of education.

Continuous Pedagogical & Professional Learning

Our candidates engage in continuous and purposeful professional learning. They use evidence to continually evaluate their pedagogical and specialized practices and the effects of their choices/actions on others. They adapt their expertise to meet individual needs.

Empathy, Respect & Transformation

Our candidates model care for the whole person through empathy, compassion and respectful interaction for all. They work towards social transformation in the Jesuit tradition.

• Master of Science in Education I (http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-graduate/master-science-education-i)
• Master of Science in Education II (http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-graduate/master-science-education-ii)
• Master of Science for Teachers (http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-graduate/master-science-teachers)
• Educational Leadership Programs (http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-graduate/educational-leadership-programs-cas)

American Sign Language (ASL)

ASL 330. American Sign Language I. 3 Credit Hours.
This course is designed for those with no previous knowledge of American Sign Language (ASL). It will introduce learners to the basics of grammatically correct ASL and communication techniques used within the Deaf community. Conversational skills will focus on asking and answering questions, exchanging personal information and talking about everyday activities. This course will present an overview of the various customs, norms, and traditions within Deaf culture. This course may not satisfy foreign language requirements at Le Moyne College. However, this course can be applied toward the language requirements for New York State teacher certification.

ASL 331. American Sign Language(ASL)II. 3 Credit Hours.
This course expands the principles mastered in ASL I. It provides a more complete understanding of the language as it is used in conversation with an emphasis on vocabulary, grammar and syntax. It will introduce the use of discourse strategies in ASL including classifiers, use of space, appropriate choice of register and clear transitions between ideas. ASL II teaches the learners to use cultural protocols, ASL grammar for giving direction, describing family, occupations and attributing qualities to others. This course may not satisfy foreign language requirements at Le Moyne College. However, this course can be applied toward the language requirements for New York State teacher certification.

ASL 332. American Sign Language III. 3 Credit Hours.
This course integrates and refines expressive and receptive skills in American Sign Language focusing on study of phonology, morphology, syntax, semantics, study of sociolinguistic variation and ASL discourse. ASL Literature and issues in Deaf Culture are also discussed.

Graduate Education (EDG)

EDG 500. Inquiry Into Foundations of Education. 3 Credit Hours.
This course is required of all students seeking New York State Teacher certification. This introductory course in American education includes the historical, philosophical, sociological, legal and political factors affecting education in a multicultural society. The course analyzes the contemporary problems and the changes currently taking place in elementary/secondary schools. Course content includes the changes in philosophical thought influencing education, the importance of the school in national, state and local community life, and the issues which impact education practice and schooling, paying particular attention to the education of students with disabilities. Students will be asked to look for challenges that ideas and events in the United States and world pose for the educational learning process, teachers and students, content that is taught, and the context of schools as educational institutions. In addition, the role of the teacher as a leader, as an effective colleague and as a decision maker will be emphasized. Particular attention will be focused on issues and solutions in teaching students from diverse populations and in structuring schools for the future. Scholarship, leadership and service are the distinguishing attributes of graduate students in teacher preparation. Students in introductory courses are expected to demonstrate scholarship by beginning a research portfolio focusing on topics presented. Leadership will be demonstrated in discussions, presentations and activities. Service will be demonstrated in classroom interactions, field experience and reflective.

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—yours 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 under girding 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.
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. Labor-Mgt Relations in School Setting. 3 Credit Hours.
This course provides a conceptual and skills-based introduction to the area of union representation and collective bargaining in school districts. The classes rely heavily on simulations and experiential exercises based on "real-life” cases involving negotiation, fact finding, and arbitration. Classes promote the sharing of professional expertise.
Cross-listed Courses: EDL 510

EDG 515. Introduction to Special Edu Perspective. 3 Credit Hours.
This course is required of all students seeking New York State Teacher certification. This is a three-credit course designed for students enrolled in Le Moyne's graduate program, or for those students interested in issues related to persons with disabilities. This course will cover a broad range of topics in the field of education as it relates to students with disabilities and different abilities. Specifically, this course focuses on theoretical frameworks as well as practical orientations for understanding and working with children and adults with disabilities. Not only will the course provide a comprehensive view of the issues, it will give you an opportunity to share your ideas and knowledge with others, and allow you to gain firsthand experience with a family who has a child with a disability. Scholarship, leadership and service are the distinguishing attributes of graduate students in teacher preparation. Students in introductory courses are expected to demonstrate scholarship by integrating the topic presented into their ongoing research portfolio. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topic presented into their ongoing research portfolio.

EDG 520. Child Abuse Workshop/SAVE Violence Prev. 0 Credit Hour.
This is a required course for anyone seeking New York State certification as a teacher. The purpose of this course is to provide prospective teachers with the information needed to act as a “mandated reporter” of child abuse or maltreatment. Preservice teachers will learn to recognize signs of child abuse and maltreatment and the correct reporting procedures. The two-hour violence prevention module will also be presented to students at this workshop. (Open only to students enrolled in student teaching.)

EDG 521. Teaching Learning Today's Secondary Schl. 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 522. Dignity for All Student Act (dasa) Training for Teacher Certification. 0 Credit Hour.
This course is designed to provide preservice teachers with knowledge and skills to understand bullying from the perspective of the bully, the bullied, and the bystander. This course will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender. This training will address these issues from a proactive - rather than a reactive - position. Successful completion of this course will fulfill the harassment, bullying, and discrimination prevention and intervention training required fro certification/licensure under the Dignity for All Students Act (The Dignity Act.) Only open to Le Moyne Teacher Certification candidates.

EDG 523. Autism Spectrum Disorder Training for Teacher Certification. 0 Credit Hour.
This course is designed to provide preservice teachers knowledge and skills to understand the needs of students with autism. This course will address the definitions and etiology, common characteristics, evidence-based instruction and interventions, data collection strategies and use, and resources for families and students with Autism Spectrum Disorders (ASD). This training will address these issues from a position of how best to included students with autism in general education settings. Successful completion of this course will fulfill the training required for New York State certification/licensure. Only open to Le Moyne Teacher Certification candidates.

EDG 525. Assess: Pract/Legalities Stud W/Disabil. 3 Credit Hours.
This course is required for all prospective teachers seeking the dual New York State certification in Childhood/Adolescent/Students with Disabilities. The focus of this course is on the competencies necessary for skilled educational diagnosticians. Preservice teachers will become familiar with a variety of techniques and instruments used to gain information about students’ educational achievement. Assessment will be used as a method of instructional and curriculum based diagnosis for all students with learning problems. Another major focus of the course is the set of legal issues surrounding assessment and special education. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topic presented into their ongoing research portfolio.
Prerequisites: EDG 515.
EDG 530. Multicultur Literacy Methods - Secondary. 3 Credit Hours.  
This course is required for all prospective teachers seeking the New York State certification in Adolescence Education. It is designed to help preservice teachers learn the foundations and methods of literacy learning in classrooms where students differ in physical, cognitive, emotional, cultural, economic, and linguistic backgrounds. Basic skills related to decoding, vocabulary, development, comprehension, and the reading/writing connection will be studied; the importance of authentic assessment will be emphasized. Participants will be taught the methods necessary to create literacy learning environments for the development of diverse learners' competencies in reading, writing, listening, speaking, and viewing. As part of developing the sensitivity and responsiveness necessary for creating such a sociocultural environment for diverse learners, preservice teachers will complete cultural self-analyses and cross-cultural analyses to learn the meanings of ethnocentrism and cultural conflicts. Finally, they will gather a bibliography of multicultural literature, electronic texts and computer programs, and other materials and resources, and create strategic plans for establishing the classroom environment that connects home, school, and community for literacy learning. Preservice teachers are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio.  
Prerequisites: EDG 500, EDG 505, EDG 515.

EDG 535. Literacy Theories & Practices. 3 Credit Hours.  
This course is required for all prospective teachers seeking the dual New York State certification in Childhood/Students with Disabilities. This is the first of two required reading courses for graduate students of education. The course content includes topics related to current theories and practices and their theoretical bases. Also presented will be an overview of the history of reading education as influenced by the fields of linguistics, psychology, and education practice that developed in the United States. Specific methods and models for teaching reading are explored as their cognitive foundations are studied. Classroom applications of strategic reading instruction are demonstrated and evaluated within the context of a collaborative college classroom. Particular attention is paid to policies and school adoptions of reading philosophies that determine the kinds of instruction given to children of diverse backgrounds and needs in American classrooms, particularly students with disabilities. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio.  
Prerequisites: EDG 500, EDG 505, EDG 515, EDG 525.

EDG 545. Plan,Assessing,Managing Inclus Classrm. 3 Credit Hours.  
This course is required for all prospective teachers seeking New York State certification. Students will learn to plan, implement and assess instruction with a special emphasis on culturally diverse students; non-English speaking students; gifted students; and students with disabilities. This course will cover both theory and practice. It will stress the technical and ethical competencies required to be an effective teacher. The course emphasizes the role of teachers as decision-makers in the preplanning and implementation phases of lessons, as well as reflective post-lesson evaluation and adjustment. Students in this course are expected to demonstrate scholarship at the graduate level, by integrating the topics presented into their ongoing research portfolio.  
Prerequisites: EDG 500, EDG 505, EDG 515.

Corequisite: EDG 525.

EDG 550. Teach/Adapt Curric Content Specialists. 3 Credit Hours.  
This course is required for all prospective teachers seeking the New York State certification in Adolescence. This course will focus on the tools and strategies that can be used by general educators at the secondary levels to ensure appropriate curriculum planning, instruction and assessment for all students. Secondary teachers will learn to balance the content requirements with the individual needs of adolescent students in order to modify instruction. Preservice teachers will discuss and practice techniques for adaptation of materials, classroom environments, individual and group assignments and testing situations. The focus will be on strategies to increase student success in academic, behavioral and social-emotional areas. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio.  
Prerequisites: EDG 530 and EDG 545.

EDG 555. Adv Literacy Theories/Practice Inclus Cl. 3 Credit Hours.  
This is the second of two required literacy courses for graduate students in Education, seeking New York State dual Childhood/Students with Disabilities certification. This course continues the preparation for the teaching of reading, writing, listening and speaking and serves as a professional process for instruction development. In addition, this course extends your knowledge and practice in the diagnosis and remediation of students with reading difficulties. In this course we will concentrate on the reading/writing connection, content area reading, unit planning and the basics of reading assessment and remediation. Additionally, emphasis will be placed on the effective teaching/learning strategies related to the use of children's and young adult literature for all children. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio.  
Prerequisite: EDG 535.

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.  
Prerequisites: EDG 500, EDG 505, EDG 515, EDG 525.

EDG 560. Literacy Development Across Curriculum. 3 Credit Hours.  
This course is required for all prospective teachers seeking New York State certification in Adolescence. Each subject area in middle and high school has its own specialized vocabulary, materials and resources that require students to read and understand. However, students in middle and high school vary in their literacy learning abilities. Therefore, teachers must be able to prepare instruction, so that students will be able to read, write, listen, speak and view to learn course content. The purpose of this literacy course is to assist teachers in the analysis of content area teaching and learning, so that they can motivate and guide students toward independent learning. Teachers will study the process of connecting known information to new information, formulating questions, discussing issues and discovering unique perspectives and possibilities through content area resources and materials including electronic texts and computer programs. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio.  
Prerequisite: EDG 530.
EDG 562. Transition Planning & Collaboration. 3 Credit Hours.
This course is required for all graduate students seeking NYS certification in adolescence and special education (grades 7-12). The course provides a framework for defining and planning transition and addresses facilitation and support. The focus of this course is on ways to individualize transition service delivery for people with specific types of disabilities. During the course, we will discuss not only transition to employment, but also the transition and skills necessary for future living and post-secondary educational environments. Preservice teachers will examine and practice collaborative skills and practices designed so that professionals, paraprofessionals, business people and family members can work effectively with high school students with special needs. Topics addressed in the course include transition to adult life (including residential, financial, leisure and social options, and health and sexuality issues), vocational assessment and programming, career education, job coaching, assistive technology, and accessibility issues. Emphasis will be placed on current issues in the field, including secondary school restructuring, self-determination, person-centered planning, college and other post-secondary alternatives, and use of the internet to enhance transition and work. Preservice teachers will learn to plan programs tailored to individual student strengths and life goals that will ensure a productive and rewarding life after high school. Specific strategies that assist students in transitioning to adult life, including self-determination, will be studied and practiced. Preservice teachers enrolled in this course will also be placed in a field site with adolescents with special needs in order to apply transition and collaboration skills.

EDG 570. Adolescent Strategies and Technology. 4 Credit Hours.
This course is required of all students seeking New York State certification in Adolescent Education. It is designed to cover curriculum, instruction and assessment in a particular subject area (English, Social Studies, Science, Mathematics and Languages other than English) for students in various high school classrooms. The course will focus on organization of content, instruction, assessment and management to actively assist all students in meeting the state Learning Standards. Students will be placed in two field sites in which they will student teach the following semester. This will afford them the opportunity to apply and practice skills and knowledge discussed in text and class. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG 545.

Corequisite: EDG 570.

EDG 575. Strategy & Technology for Inclusive Clsrm. 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: EDG 545.

Corequisites: EDG 555 and EDG 576.

EDG 576. Managing Environ for Stu W/Disabilities. 3 Credit Hours.
This course provides participants with research and best practices so as teachers they can best manage learning environments and student behaviors in the special education classroom as well as the inclusive classroom setting. Course content and assignments will include the theoretical foundations of classroom management, and effective techniques to provide physical, emotional, and social environments that are safe, supportive, and conducive to learning. Prerequisite: EDG 545.

Corequisites: EDG 575 and EDG 555.

EDG 580. Pedagogical Content Knowledge. 3 Credit Hours.
This course is required for all prospective teachers seeking the New York State certification in Adolescence. This course will focus on contemporary and historical curriculum thinking and practice within the disciplines. Teachers must recognize the essential "character of the subject" as they prepare to develop curriculum, instruction and assessment in a subject area. This course will critically examine the standards movement though political, social, cultural and philosophical perspectives. Course materials include research, practice and case studies that focus on teaching for equity and social justice. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio.

Prerequisite: EDG 545.

EDG 586. Instructional Technology for the Inclusive Classroom. 3 Credit Hours.
This survey course is designed to prepare preservice teachers to integrate technologies for educational purposes in the inclusive classroom. Preservice teachers will learn about the continuum of assistive technology devices, universal design for learning, use of technology for curriculum adaptation and integration strategies, and assessment and evaluation protocols. (Not open to students who have taken EDG 675.)

Prerequisites: EDG 505; EDG 515; EDG 525; EDG 545.

EDG 590. Independent Study. 1-6 Credit Hours.

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.

Cross-listed Courses: EDR 603
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 606. Law & Ethics for the Classroom Teacher. 3 Credit Hours.
This course provides an examination of the legal, ethical, and democratic rights and responsibilities of teachers and students as determined by constitutional, statutory, and case law. The purpose of this course is to empower practitioners with a critical and reflective sense of how law, ethics, and democratic ideals affect the contexts of teaching and schooling for classroom teachers. The course is taught from the perspective of the centrality of the classroom teacher and the advocacy of empowering classroom teachers and their students.

EDG 607. Classroom Assessment (Grades 4-8). 3 Credit Hours.
Elementary, middle and secondary teachers will learn how effective classroom teachers understand the interpersonal dynamics of classroom assessment. By selecting the appropriate assessment as a teaching tool they will know how to set students up for success. In this course they will also develop strategies so that students are partners in the processes of defining the valued outcomes of instruction and transforming these definitions into quality assessments.

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 Develop & Instruct Mid School. 3 Credit Hours.
This course will focus on contemporary as well as historical curriculum thinking and practice with special emphasis on the requirements of the 2003 Board of Regents Policy on Middle-level Education. We will address how this Policy influences the implementation, planning and evaluation of curriculum at the Middle-Level. We will critically examine the standards movement through varied perspectives, including political, social, cultural and philosophical. 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 curriculum and compare and contrast at the Middle-Level 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 612. Curriculum Develop & Instruct 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 630. 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 635. Cross-Cult Comm for Tesol Classroom K-12. 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 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 the techniques, along with study skills, test taking strategies and other practices designed to help adolescent students become successful independent learners.

EDG 649. Literacy Proc & Strat Stu Spec Need K-12. 3 Credit Hours.
This course provides the foundation of current theories and practices in literacy processes. Comprehension, oral language, vocabulary, word analysis, writing processes and fluency will be studied in the context of assessing and instructing students with disabilities. The course is intended for current practitioners who are seeking additional certification in special education.

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 Preserv Tch/Grd 1-6/Disabil. 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 with students with disabilities. Each candidate will fulfill a teaching experience in one elementary classroom (grades 1-6) with students with disabilities. 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.
Cross-listed Courses: EDG 652

EDG 653. Preservice Clinical Seminar. 3 Credit Hours.
This seminar is mandated by New York State Education Department regulation, and accompanies student teaching to form a comprehensive professional semester. It is as important to the completion of your program as student teaching. The focus of this seminar will be on preparing teacher candidates to enter the teaching profession. The course will include pragmatic information (such as job seeking hints, electronic portfolio development, and state certification procedures), as well as activities designed to promote contemplation of critical issues (such as putting your individual philosophy of education into practice) through action research methodology.

EDG 654. Supervise 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 research-based 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. Supervise 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.

Cross-listed Courses: EDG 657

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.

Cross-listed Courses: EDG 657

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 662. Critical & Contemp Issues in Adult Ed. 3 Credit Hours.
There are several important issues facing the adult education field today. Some are controversial in nature while others are more philosophical. This course will focus on several such issues and discuss implications for the adult educator and learner. The general purpose of the course is to help learners better understand various issues, the nature of the field of adult education, the field’s future direction, and personal views on several contemporary issues.
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 665. Legal Issues for School Professionals. 3 Credit Hours.
This course examines federal and state laws affecting the rights, privileges and duties of administrators, teachers, pupils and citizens. Attention is given to structural organization of government, public and private education, finance, collective bargaining and other pertinent factors.
Cross-listed Courses: EDL 665

EDG 666. Gerontological(aging)trends,issues,polic. 3 Credit Hours.
This course examines aging as an individual, social, and educational process. Also individuals who work with older adults in governmental agencies, community senior programs, skilled living and nursing facilities, and institutions of higher education, need to understand various gerontological (aging) trends, issues and policies. Furthermore, they need to develop the skills required to perform required services for older adults in their respective work sites.

EDG 667. Grantwriting- Teachers & Administrators. 3 Credit Hours.
The primary focus of this course is on locating funding sources for educational research and projects and developing effective grant proposals. Participants will explore the connections between research methods and grant writing, including clear definition of problems and objectives, review of existing literature and appropriate design and techniques for inquiry and assessment. Other topics include writing styles for particular audiences, where to seek funding for educational projects and research, how to review and critique manuscripts and grant proposals. A completed grant proposal that is ready for submission to a funding agency is the culminating project.
Cross-listed Courses: EDL 667

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 Issus 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. Not open to students who have taken EDG 650.

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. Not open to students who have taken EDR-672.

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 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 PreK-6. 2-6 Credit Hours.
Supervised internship in a setting selected under advisement. Analysis of innovative designs and application of theory to practice will be evaluated. Critical analysis of the student's competency will be conducted through self-assessment and supervisory feedback. Open only to students who already possess provisional or permanent certification. Depending on the area of certification, elementary, childhood literacy or TESOL, the site, supervision and evaluation will be based on the implementation of the necessary teaching qualifications. (See Internship observation Evaluations).

EDG 682. Supv Internship in Special Education 1-6. 3-6 Credit Hours.
Supervised internship in a special education setting selected under advisement. Analyses of innovative designs and application to theory to practice will be evaluated. Critical assessment of the student's competency will be conducted through self-analysis and supervisory feedback. Open only to students who already possess provisional or permanent certification. Pass/Fail only.
Cross-listed Courses: EDG 686

EDG 683. Supv Internship Adolescent Educat 7-12. 2-6 Credit Hours.
Analysis of innovative designs and application of theory to practice will be evaluated. Critical analysis of the student's competency will be conducted through self-analysis and supervisory feedback. Open only to students who already possess provisional or permanent certification. Depending on the certification area, elementary, adolescent literacy, or TESOL, the site, supervision and evaluation will be based on the implementation of necessary teaching qualifications. (See Internship observation Evaluations).

EDG 684. Supv Internship Adolescent Spec Ed 7-12. 3-6 Credit Hours.
Supervised internship in a special education setting selected under advisement. Analysis of innovative designs and application of theory to practice will be evaluated. Critical assessment of the student's competency will be conducted through self-analysis and supervisory feedback. Open only to students who already possess provisional or permanent certification. Pass/Fail only.

EDG 686. Supv Internship in Special Ed. 3-6 Credit Hours.
Supervised internship in a special education setting selected under advisement. Analyses of innovative designs and application of theory to practice will be evaluated. Critical assessment of the student's competency will be conducted through self-analysis and supervisory feedback. Open only to students who already possess provisional or permanent certification. Pass/Fail only. Prerequisites or corequisites: SPE 502, 504, 540, 560, 612, 650.
Cross-listed Courses: EDG 682

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 700. Creative Writing for Teachers (7-12). 3 Credit Hours.
A graduate level creative writing workshop for teachers interested in the writing of poetry and fiction. While time will be given to exploring the technical elements of poetry and fiction through analysis of published work by contemporary authors, most class time will be devoted to workshop-style discussion of student writing, with an eye to revision and improvement. This course will provide an overview of, and practical experience with, the creative process. Writing exercises will be assigned to provide students with insights into writing technique; they will also equip teachers with practical tools for use in the classroom. Time will be devoted to discussion of pedagogy in relation to the teaching of creative writing. Students will complete a final portfolio of poetry and fiction. For novice and experienced writers.

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 703. Advanced Strategies for Science Educ K-4. 3 Credit Hours.
Students will research current science content topics in order to supplement their existing curricula Grades K-4. They will also explore creative research-based pedagogical strategies that promote effective teaching to students with diverse learning needs.

EDG 704. Adv Strat for Social Studies Edu 1-6. 3 Credit Hours.
In this course students will demonstrate teaching lessons with a special emphasis on the teaching of geography and economics in grades PK-6. Instructional strategies/aux will be developed and implemented that include teaching students from diverse backgrounds and diverse learning styles. Thematic units will be written that will include the integration of other content areas as an additional asset to the social studies unit.
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 708. Curriculum Integration Strategies (7-12). 3 Credit Hours.
This course will focus on the various models of curriculum integration across the spectrum. Participants will focus on thematically related content, skills common to both content areas, as well as strategies to increase student achievement on assessments. The course will also focus on similarities between the state assessments in secondary content areas. We will examine a wide variety of formats for student evaluation as well as create rubrics to determine if the objectives were met. Ultimately, the main goal is to make the educational experience more meaningful thus motivating students to become more self-directed learners. To that end, course materials include: research, practice, demonstration and case studies that focus on integrating secondary content areas.

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 727. Latin American Cinema. 3 Credit Hours.
A survey of Latin American film from the 1960’s to the 1990’s. This course, taught in Spanish, is interdisciplinary and cross-cultural emphasizing the socioeconomic-economic and political issues that gave rise to a specific movement. This course is designed to introduce the students to the cinematic work of a number of Latin American film artists, and to develop a more detailed and creative reception of each film.

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 733. Introduction to Ethnomathematics. 3 Credit Hours.
This course is designed to help teachers use mathematics across the curriculum in creative and informative ways. It will not only increase knowledge of mathematics, but place it in the context of numerous cultures. This course is designed to help teachers discover how mathematics has served and continues to serve all people around the world. This multidisciplinary approach will awaken the mind to intrinsic and extrinsic values of mathematics and add numerous possibilities for motivating students in any content area as well as any area of mathematics.
EDG 751. Teaching With Comics & Graphic Novels. 3 Credit Hours.
This course provides strategies for selection, evaluation and instruction of comics and graphic novels in elementary and secondary classrooms. Participants will explore ways that teachers at all grade levels can integrate Common Core State Standards in English/Language Arts standards across content areas. The focus of the course will be on providing K-12 students with the reading and writing skills through alternate print formats.

EDG 752. 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 761. Teaching World History. 3 Credit Hours.
This graduate course fulfills a New York State requirement for certification in teaching Middle School or Secondary Social Studies. It deals with principal themes and trends for use in the teaching of world history. Students will examine and discuss these themes and trends, and will also create appropriate document-based materials for use in the classroom.
Prerequisites: BS or BA in one Social Science or in History.

EDG 763. Teaching History of Mexico. 3 Credit Hours.
This course will provide a detailed study of Mexico from pre-Columbian times to the present. 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 which will be presented to undergraduate students as part of their History of Mexico course. The main goal of the course is to prepare students to both understand Mexico and to effectively teach Mexican society and history in the classroom.

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 interpretation; 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.

EDG 795. Differentiated Instruction: Needs of K-12. 3 Credit Hours.
This course is designed to provide K-12, general and special education teachers the theoretical concepts and methodologies necessary to meet a wide range of individual learning needs in the same classroom. Graduate students will participate in a variety of learning activities, practice experiences and guided applications to learn strategies designed to provide multiple paths for learning. In addition, they will acquire an understanding of the principles of differentiated instruction and learn how to incorporate these principles into their regular planning and teaching routines.
Prerequisites: MSED Program.

Educational Leadership (EDL)

EDL 501. Educational Leadership for Soc Justice. 3 Credit Hours.
This course focuses on an introductory examination of issues relating to school leadership and educational administrative policy and practice. School leadership, as discussed here, encompasses the wide range of job responsibilities and activities that are engaged in by educational administrators as they work collaboratively as a member of a leadership team with other school administrators, teachers, families, students and others within the day-to-day context of schooling. Given this emphasis, the content of the course thus focuses on issues that include, but go beyond the circumstance of the classroom, the primary domain of teachers, and examines leadership responsibilities, issues, duties and activities at the overall school level and beyond.

EDL 502. Leadership/Human Resources Dev in School. 3 Credit Hours.
This course provides a conceptual and technical background in the human resources function in schools. Students have an opportunity to research and practice problem solving and leadership skills as applied to human resources. Classes promote the sharing of professional expertise.

EDL 503. Culturally Responsive Leadership. 3 Credit Hours.
This course provides an opportunity for students to understand diverse perspectives in leadership and management. Students will become familiar with the major frames for analyzing a local school culture, concepts of leadership, and the complexities of organizational analysis and change. Students will gain knowledge, skills, and a disposition toward solving the impediments to school improvement. Leadership is more widely distributed than administrators may have realized. Managing the processes to awaken that leadership is a major responsibility for the organizational leader.

EDL 505. School Finance and Facilities. 3 Credit Hours.
This course provides conceptual and technical understandings of the school business administrative function in New York State public schools. Topics will include examination of the role of a school business manager, developing competencies in areas of budgeting, purchasing, fund accounting, state aid, property taxes, human resources, and long range fiscal planning. This course is required for all students in the Educational Leadership program.
EDL 510. Labor-Mgt Relations in School Setting. 3 Credit Hours.
This course provides a conceptual and skills-based introduction to the area of union representation and collective bargaining in school districts. The classes rely heavily on simulations and experiential exercises based on "real-life" cases involving negotiation, fact finding, and arbitration. Classes promote the sharing of professional expertise.
Cross-listed Courses: EDG 510

EDL 515. Assessment & Accountability for Schools. 3 Credit Hours.
This course explores various approaches to assessing student and program performance, interpreting data obtained from these assessments and reporting these results to staff and public. Topics include reliability, validity and measurement error association with assessment strategies; how assessment results are to be interpreted and communicated, and approaches to creating assessment strategies for measuring attainment of school goals.

EDL 520. The Principalship. 3 Credit Hours.
This course examines critical issues and skills related to site management at the elementary, middle or high school. Topics include varying amounts of autonomy, accountability and responsibility among discrete units within school districts; policy implementation, organization and development of curriculum; instructional models; student services and activities; evaluation/supervision of programs and personnel; change/implementation models; and assessment and long-term planning.

EDL 522. Public Relations for School Leaders. 3 Credit Hours.
This course provides future educational leaders with the knowledge and skills to effectively deal with informal and formal forces that impact the image of the school within society. Topics include dealing with public opinion and pressure groups, community dynamics, handling inflammatory issues and relations with the media.

EDL 525. Supervision of Instruction. 3 Credit Hours.
This course examines a variety of supervisory strategies for teaching based on currently proven models. Topics include performance appraisal, professional growth and change, assessing staff needs and analyzing instructional deficiencies.

EDL 533. Communication Btwn School Stakeholders. 3 Credit Hours.
Written and oral communication and interpersonal skills are studied and practiced in detail. Topics include sensitivity to all aspects of the audience targeting the message, identifying power structures and opinion leaders and dealing with conflict and stress. The course addresses the articulation of the vision and mission of schools through the development of a communications plan. A range of community relations issues including working with the media, business partnerships, school councils and parental interactions are covered.

EDL 534. Educational Facilities Management. 3 Credit Hours.
The course explores present and future facility planning and equipment needs of schools. The course examines the efficiency of facilities, operations, housekeeping and maintenance programs. It also reviews the planning process for school construction programs. Plans for financing construction are discussed. The role of educational facilities in the teaching/learning process is a central theme throughout the course. The course will include lecture, discussion, on-site visitation and evaluation of school plant and learner needs. Students will also be expected to complete visitations to sites where renovation and/or new construction has been completed and conduct interviews and discussions with the professionals involved in the process at those sites.

EDL 555. Internship for School Building Leadership. 3-9 Credit Hours.
The educational leadership internship is the capstone experience allowing students to maximize opportunities to practice and refine their knowledge and skills. The internship is a required component of Educational Leadership program leading to NYS certification as a School Building Leader. It provides an opportunity for future educational leaders to work in local schools or other educational agencies. To qualify for an internship, students must be matriculated in the Educational Leadership program. Students must submit an application for an internship experience in the semester prior to the start of the experience. The Director of Graduate Education, the Field Placement Coordinator, and the Credentials Officer must approve all the internships.

EDL 590. Independent Study. 1-3 Credit Hours.
This will provide the opportunity for persons to do an independent leadership study project mutually agreed upon by an Education Department faculty member, the Education Department Chair, and the student.

EDL 601. School Fund Accounting. 3 Credit Hours.
Participants will develop the basic competencies and understanding of school accounting to enable them to record and report activities and events affecting personnel, facilities, materials or money of an administrative unit and its programs. The focus will be on determining the necessary accounts to be maintained and the procedures and forms to be used. The recording, classifying and summarizing activities will be emphasized as well as the preparation and issuing of reports and statements which reflect conditions as of a given date and the results of operations in terms of established objectives.

EDL 602. Financial Mgt for School Bus Leader. 3 Credit Hours.
The theory and practice of real financial decision making of a school administrator in a public school in New York State will be provided, utilizing practical applications. Topics will include an analysis of short and long-term decision making for a school district's general fund, federal funds, capital funds and school lunch fund. Students will analyze the revenue and appropriations accounts of each of these funds and explore alternative strategies for proper decision making. The use of a computer model to develop a long range fiscal plan for a school district will also be utilized.

EDL 606. Supervis & Operation Support Personnel. 3 Credit Hours.
This course provides the students with an conceptual and practical understanding of the school business administrator's role in supervision and evaluating support personnel- director of facilities, director of transportation, school lunch manager, and the director of technology- in a public school in New York State. Strategies for planning, supervising and evaluating the programs and the support staff along with the analysis of labor policies, staffing arrangements and financial planning as they relate to district goals and policies will be explored.

EDL 607. Schl Finance & Decision Mak for Dist Bus. 3 Credit Hours.
This course will focus on developing an in-depth understanding of school business functions. The development of skills and competencies in the areas of property taxes, financial reporting, budgeting, internal controls, staffing, state aid, purchasing and insurance will be explored in detail by students performing practical applications in each of these areas. This course will serve as the bridge to the student's internship program in a public school district.
EDL 610. Issues in Curriculum and Instruction. 3 Credit Hours.
Teaching critical thinking and structured reasoning will be the foundation of this course. Futurists’ models of classes and schools will be discussed and analyzed. A study of teaching models, strategies and assessment procedures used in instruction will be identified and demonstrated in the light of supporting research. Community resources will be identified and their programs discussed in reference to the needs of students and school districts. The role of the teacher as counselor with students and their families will be stressed with a special emphasis on counseling with diverse students. This course is cross-listed with EDG 610.

EDL 620. Superintendency & District Level Leader. 3 Credit Hours.
This course provides an in-depth study of the role and responsibilities of the school superintendent. Students examine leadership attributes that are unique to the superintendency, including the skills needed to prosper in the position, and critical issues facing superintendents and school boards. Particular attention will be given to the superintendent's relationship with the board of education and the community, and district leadership for equity and excellence in an era of reform.

EDL 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: EDG 637

EDL 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: EDG 640

EDL 655. Title I School-Wide Plan. 3 Credit Hours.
This course will provide a framework for construction and implementation of a Title I Comprehensive School-Wide Plan. Students will become familiar with the ten required components of the plan, which are: 1. Comprehensive Needs Assessment 2. School-Wide Reform Strategies 3. Instruction by Highly Qualified Teachers (HQT) 4. Ongoing, High Quality Professional Development 5. Strategies to Attract Highly Qualified Teachers (HQT) to High Needs Schools 6. Strategies to Increase Parental Involvement 7. Transition Plans to Assist Pre-Kindergarten Children From Early Childhood to Elementary Programs 8. Measures to Include Teachers in Decisions Regarding the use of Academic Assessments 9. Activities to Ensure Students Who Experience Difficulty Attaining Proficiency Receive Effective, Timely Additional Assistance 10. Coordination and Integration of State, Federal, and Local Services and Programs. The major activity of the course will be studying data that will assist in the assembling of a School-Wide Plan. Students, in teams, will submit a full plan at the conclusion of the course. Students will receive a fictional school with data in which to base their plans.

EDL 665. Legal Issues for School Professionals. 3 Credit Hours.
This course examines federal and state laws affecting the rights, privileges and duties of administrators, teachers, pupils and citizens. Attention is given to structural organization of government, public and private education, finance, collective bargaining and other pertinent factors.
Cross-listed Courses: EDG 665

EDL 667. Grantwriting- Teachers & Administrators. 3 Credit Hours.
The primary focus of this course is on locating funding for educational research and projects and develop effective grant proposals. Participants will explore the connections between research methods and grant writing, including clear definition of problems and objectives, review of existing literature and appropriate design and techniques for inquiry and assessment. Other topics include writing styles for particular audiences, where to seek funding for educational projects and research, how to review and critique manuscripts and grant proposals. A completed grant proposal that is ready for submission to a funding agency is the culminating project.
Cross-listed Courses: EDG 667

EDL 790. Redesign Tch Prac & Assess Nys Core Curr. 3 Credit Hours.
Given that all New York State teachers of math, English, social studies, science and technology—as well as the leadership that will support them—must use their Core Curriculum to prepare students, a course is needed that immerses educators in the design (Anchor Standards) and specific criteria of the Common Core in order to adjust teaching practices. This course will be useful to both beginning and experienced practitioners. Prerequisites: None.

EDL 791. Teacher-Leader Effectiveness/Evaluation: New York State Initiative. 3 Credit Hours.
Special Topics: In New York State, certain teachers are being identified as lead educators. The instructor for this course will be directly involved in the TLE (teacher leader effectiveness/evaluation) work in NYS around 3012-c law and therfore, an ideal individual to teach this special topics course on effective teacher evaluation. The course focuses on SLO’s (student learning objectives), the value added measurements, effective use of local assessments, and using a rubric to look at effective teaching practice. Every district in the state is going to have to do these things and train every teacher on the component parts just discussed. The people in this program are perfect to help SCSD do this.

Graduate Education-Literacy Program (EDR)

EDR 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.
EDR 601. Diag, Remed & Collab for Literacy Learn. 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.

EDR 602. Reading Specialist in the Real World. 3 Credit Hours.
This course is designed to begin the process of developing administrative and professional competencies of the literacy teacher. Teachers in this course will examine the roles of the reading specialist as school literacy leader, academic intervention specialist, resource teacher, curriculum developer, coach, supervisor, professional developer, and professional literacy advocate. Additionally, content area teachers will learn literacy instructional strategies tailored for their content areas. Furthermore, teachers will learn to create literacy teams and develop literacy vision and mission statements for schools. They will be able to model literacy lessons and work in a collaborative manner with all educators in a school district. As team leader teachers in the inclusive setting, they will know how to diagnose and remediate in a congruent curriculum process. Finally, they will learn how to become change agents and advocates for literacy in the school, community, state, and nation. Field experience required.

EDR 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.

Cross-listed Courses: EDG 603

EDR 609. Cultural Respons Literacy Meth & Assess. 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.

EDR 620. Community Funds of Knowledge & Ac Achiev. 3 Credit Hours.
This course examines the homes and communities of non-mainstream students as rich in social and intellectual resources. The focus will be on making use of these resources as a foundation for learning in elementary and secondary schools. Teachers will be immersed in historically accumulated and culturally developed bodies of knowledge and skills of non-mainstream students. Teachers will be encouraged to visit community agencies, participate in community action projects and cross-cultural interactions, and collect parent stories to better understand their students home environments. Field experience required.

EDR 621. Sociopolitical Issues & High Needs Schl. 3 Credit Hours.
Given the harsh realities confronting the economically impoverished in this nation, schools are often the only places where children can be guaranteed physical comforts and safety under adult supervision. Therefore, educators are obliged to understand the needs of the economically poor, so that they will be capable of developing critically literate citizens. In this course, teachers will become acquainted with the research on school change and the institutional structures that prevent equitable distribution of finances and resources. Additionally, they will study the ways they can become change agents through study of the political, social, and economical frameworks of our society.

EDR 671. Educ Tech Methods for Eng Lang Learners. 3 Credit Hours.
This course is designed to help elementary and secondary teachers implement methods of English Language Development through assistive technologies. Teachers of English language learners and students with special needs in literacy learning will benefit from this course. Teachers will learn to apply assistive technologies so that students will develop their reading, writing, listening and speaking English for social and academic achievement in the content areas. Finally, they will have opportunities to play technology games as well as critically evaluate media literacy.

EDR 672. 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.
**EDR 685. Supv Intern Comm Literacy B-12. 2-3 Credit Hours.**

This supervised experience in an urban community literacy learning center will provide opportunities for future TESOL, literacy teachers, and urban studies teachers to work together, in similar and different capacities. The center embraces an interagency model approach a model that utilizes multiple voices for problem posing and problem solving. Literacy interns will be involved in corrective, remedial, and compensatory literacy and mathematics instruction with students in small groups, and individualized settings. Literacy interns will practice diagnosis and interpretation in testing situations with preschool to adult learners and make written recommendations for the use of materials and instruction at the Community Literacy Learning Center, at home, and at school. Interns for the TESOL degree will be involved in assessing and tutoring children and young adults and will work as team members with literacy and urban studies interns. Urban studies interns will be advisors, tutors, and observers, asking questions and sharing with TESOL and literacy interns. Urban studies, literacy and TESOL interns will practice the sensitive communication needed to be responsive to economic, cultural, linguistic, and ethnic difference. They will share information with family members and attempt to blur the boundaries between home, school, and the community literacy center. During this internship, the director of the community literacy center will model, guide, and demonstrate collaborative consultation practices for sharing information with family school and community teams.