EDUCATION - UNDERGRADUATE

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Associate Professor: Cynthia C. Choi, Diane Zigo
Assistant Professor: Andrea L. Tochelli-Ward
Professor of Practice: Lauri P. Bousquet
Adjunct Faculty: Angela M. Alessandro, Kimberly Amidon, Thomas A. Bersani, Julie Blumer, Laura D. Brown, William Collins, Yaroslava D. Ficher, Lauren Massa, Kevin L. Michaud, Mary Beth Past, Lisa E. Phinney, Mary Beth Piazza, Jeffery Sterly, Christine M. Wenk, Donna M. Zeolla
Professor Emerita: Mary L. Collins, Patricia R. Schmidt
Professor Emeritus: Antonio M. Eppolito

The education department collaborates with several arts and sciences departments and area school districts to prepare teachers who will address the needs of all children. Le Moyne preservice teachers select a major, and also complete a rigorous program of teacher education.

Le Moyne teacher candidates address state learning standards through effective pedagogy, and also attend to the social and political demands of public and private education in the world. The department administers New York state approved programs for initial certification in TESOL (grades K-12), childhood and special education (grades 1-6) and adolescent education (grades 7-12) in content areas and special education.

Mission Statement
The education department of Le Moyne College is a learning community in the Jesuit tradition, dedicated to preparing teachers for service in schools for a participatory democracy.

Applying To The Program
Students must formally declare education as part of their degree program by the end of sophomore year in order to complete the program in a timely manner. Application forms are available in the education office (Reilly Hall 101). These forms must be signed by the chair of the student’s major department and the chair of the education department, and submitted to the registrar.

Additional Academic Criteria for Education Students
1. Education students must earn a grade of B or better in the following courses:
   - EDU 150 Contemporary Perspectives on Special Ed
   - EDU 205 Childhood Learning and Special Needs
   - EDU 215 Learning in a Sociocultural Context
   - EDU 225 Assessment & Decision Making for Equity/Inclusion

   EDU 150  Contemporary Perspectives on Special Ed  3
   EDU 205  Childhood Learning and Special Needs  3
   EDU 215  Learning in a Sociocultural Context  3
   EDU 225  Assessment & Decision Making for Equity/Inclusion  3

2. If a grade of B- or lower is earned in any of the courses listed above, a student must repeat the course. When this situation arises, the student will be notified in writing regarding their status in the program. In certain cases the student will meet with the education chair to develop a plan for improvement.
3. A student will be allowed to repeat a course only once.
4. If a student receives a grade of B- or lower in any two courses listed above, he/she will be dropped from the education program.
5. All teacher candidates must have a minimum 3.0 cumulative average in their education courses, 3.0 cumulative average in their major and a minimum cumulative 3.0 G.P.A. at the time of application for student teaching.
6. Students in an approved Five-Year B.A./M.S.T. program must have a 3.0 cumulative G.P.A. in their major in order to apply for admission to the M.S.T. program.
7. All teacher candidates must earn 6 credits in each of the following: mathematics, science, history, foreign language and English. Students must earn a grade of C or better in each course.
8. All TESOL teacher candidates must also earn at least 12 credits of foreign language. Students must earn a grade of C or better in each course.
9. These certification programs and requirements are subject to change if modifications occur in New York State Education Department regulations.

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):
   - Educating All Students Test (EAS) *
   - Content Specialty Test (CST) for each certification area *

* Students in our initial certification programs must have passed EAS and all CSTs in order to be eligible to student teach.

   - Teacher Performance Test (edTPA) **
**Must be completed during the student teaching semester.**

For initial certification, students are required to complete the following workshops:

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

Students must take complete responsibility for preparing for and complying with New York State Education Department mandated certification requirements.

Upon successful completion of all degree requirements, students will be eligible for recommendation by the Education Department Credentials Officer.

Certification programs and requirements are subject to change as modifications occur in New York State Education Department regulations.

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

Procedures for Addressing Student Academic and/or Professionalism Concerns

When concerns about student achievement and professionalism arise, steps will be taken.

Reasons for concerns include but are not limited to:

1. The students’ GPA is below a 3.0 in education course work, 3.0 in major and/or below 3.0 overall.
2. The student has demonstrated evidence of unsatisfactory content knowledge.
3. The student has missed a deadline for turning in required program paperwork.
4. The student has demonstrated behaviors and/or dispositions that do not meet the expectations of the departmental Professionalism Standards as listed in each course syllabus.
5. The student has not completed the required number of practicum hours per semester.
6. The student received a grade B- or lower in a key education course.  (See criteria under student teaching eligibility.)

Steps to be taken:

1. All education instructors are required to notify the department chair whenever serious concerns about student achievement and professionalism arise.
2. The instructor is required to complete, submit, and follow the procedures for the Address Concerns About Students form.
3. Failure to meet the expectations proposed by the instructor could result in a meeting with the department Chair to develop a plan for improvement. Consequences will be specifically identified for failure to achieve the expectations listed in the plan developed by the student, instructor, and department Chair. Plans will vary with each student, depending on the nature of the concern. Plans could require a student to repeat a course or withdraw from the education program.

Professional Practice

Practicum

Each semester, Le Moyne students are required to complete field observation/practicum as a component of the teacher certification program. Students are required to complete a minimum of 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

Student teaching candidates are required to complete an application prior to taking their methods course. During the methods semester, student teaching candidates are required to schedule time in both of their assigned field sites for a minimum of 20 hours at each site. This will provide the student teaching candidates with an opportunity to familiarize themselves with the buildings in which they will teach, to forge a collaborative relationship with their cooperating teachers, and plan for the student teaching semester.

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 to meet the New York state education department requirement for urban, suburban and rural experience.

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.

No other courses may be taken during student teaching. 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, they must meet with the department Chair before student teaching begins.

A Le Moyne College supervisor will be assigned to observe each student teacher on a weekly basis during the student teaching semester.

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

1. A G.P.A. of 3.0 or better in the Major, Education concentration, and overall respectively, at the time of application for student teaching
2. Meet the application deadline for student teaching
3. Demonstrate evidence of professional commitment
4. Grade of B or better in the following education courses:

### Childhood

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<thead>
<tr>
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<td>3</td>
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<td>3</td>
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<td>EDU 365</td>
<td>Adapting Literacy Lrn Stu W/Spec Needs</td>
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<td>EDU 375</td>
<td>Strategies &amp; Technol for Inclusive Clsrn</td>
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<tr>
<td>EDU 376</td>
<td>Managing Environ for Stu W/ Disabilities</td>
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### Adolescent

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<td>Adolescent Education Strategies &amp; Technology</td>
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### Dual Adolescent/Special Ed

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Students who do not meet the criteria listed above must meet with the department Chair in order to determine the course of action to be taken.

### Student Learning Outcomes 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.

- Education Minor (http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-undergraduate/education-minor)
- Dual Childhood/Special Education (Grades 1-6) (http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-undergraduate/dual-childhood-special-education-grades-1-6)
- Adolescent Program (Grades 7-12) (http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-undergraduate/adolescent-program-grades-7-12)
- Dual Adolescent and Special Education Program (Grades 7-12) (http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-undergraduate/dual-adolescent-special-education-program-grades-7-12)
- Teaching English to Speakers of Other Languages (TESOL) (http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-undergraduate/teaching-english-speakers-tesol)
- Religion and Education Minor (http://collegecatalog.lemoyne.edu/purcell-professional-studies/education-undergraduate/religion-education-minor)

### Education (EDU)

**EDU 105. Teaching in a Diverse Society. 3 Credit Hours.**

This course is required of all students seeking New York state teacher certification. This course will provide an introduction to education and the profession of teaching in a democratic society. It will explore teaching from a practical as well as a theoretical point of view. An introduction to the historical, philosophical and sociological approach to the study of education in the United States will be studied while examining cultural pluralism and its impact on the American system of education. Multicultural education, the teaching of English to speakers of other languages, teaching students with disabilities and other aspects of our diverse society will be discussed.

Fulfills Core Requirement(s): Diversity (DIV).
EDU 120. 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 preservice 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 violence prevention module will also be presented to students at this workshop. Open only to students enrolled in student teaching.

EDU 121. 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 include 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.

EDU 122. 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 for certification/licensure under the Dignity for All Students Act (The Dignity Act.) Only open to Le Moyne Teacher Certification candidates.

EDU 150. Contemporary Perspectives on Special Ed. 3 Credit Hours.
This introductory special education survey course covers identification and referral process, each of the 13 categories of disability as recognized by federal law, their etiology and characteristics, and best instructional strategies for each category as well as the historical underpinnings that led to this legislation. Additionally, students will gain insight into the relationship between cultural and linguistic diversity and disability, they will learn about the importance of family and techniques for working with them, and they will learn how to provide high quality instruction and supports for students with disabilities in inclusive educational settings. Perspectives on the social construction of disability will be an underlying theme throughout the course.

EDU 205. Childhood Learning and Special Needs. 3 Credit Hours.
This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities. Students will view all children within a continuum of diversity for child learning, with acceptance for differences in learning styles and rates. A focus of the course will be on the history of special education within the larger context of American public schools. The course will also address characteristics and intervention strategies for students with special needs across the curriculum. Understanding family perspectives in child learning will be examined from an educational framework. Multiple intelligence theory will be explored. A required two-hour per week field experience in a local school will provide the setting to observe and work with students from diverse backgrounds.
Prerequisite: EDU 105.

EDU 215. Learning in a Sociocultural Context. 3 Credit Hours.
This is a required course for all teacher candidates preparing for the New York state certificate in Middle Childhood Specialist, Adolescence or Adolescence/Students with Disabilities, T.E.S.O.L., K-12, and Theatre Arts, K-12. The course will provide an overview of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. It will examine how children and youth develop and learn, and learn about the common delays in the normal mastery sequence of developmental skills as well as motivation and cognitive learning theories. The course will also cover a broad range of topics related to teaching students with disabilities including but not limited to: the various theoretical models and perspectives in the field of teaching special education; the kinds and nature of exceptionalities and special needs of children and youth; cultural and socioeconomic factors and their impact on eligibilities and programming for children and youth with disabilities; and the role of the family in the special education process. Students observe the application of these ideas in a required 20 hour field experience which will provide the setting to view and work with students from diverse backgrounds in either a local middle or high school.
Prerequisite: EDU 105.

EDU 225. Assessment & Decision Making for Equity/Inclusion. 3 Credit Hours.
This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities and Adolescence/Students with Disabilities. Teachers in inclusive classrooms constantly make decisions regarding curriculum and instruction. Methods of formal and informal assessments for the Committee on Special Education process and school-based intervention teams will be discussed in detail. A case study of a student will be completed through a practicum.
Prerequisite: EDU 205.
EDU 303. Multicultural Literacy Methods. 3 Credit Hours.
The purpose of this course is to inform students about the foundations of literacy methods for adolescent literacy development in all secondary schools. The role of basic skills, such as phonics, vocabulary development, fluency, comprehension and the reading-writing connection will be analyzed in terms of adolescent literacy development. Additionally, the theoretical framework for the course is the sociocultural perspective, a perspective that sees home, school, and community as interrelated components that inform the development of reading, writing, listening, speaking, and viewing. As a result, there will be an emphasis on a clear understanding of diverse physical, cognitive, economic, linguistic, ethnic, and cultural diversity in rural, urban, and suburban schools. Furthermore, students will complete cultural self-analyses and cross-cultural analyses to learn the meanings of ethnocentrism, cultural conflict, and the importance of authentic literacy learning assignments. This course is also designed to assist students as they participate in service learning (tutoring and classroom observations), particularly in impoverished rural and urban schools. Finally, students will gather a bibliography of multicultural literature, materials, and resources, and create strategic plans for establishing classroom content area environments that connect home, school, and community for literacy learning. This course is required for students seeking New York state teacher certification in Adolescence (7-12), Adolescence/Students with Disabilities (7-12), and T.E.S.O.L. (Teachers of English to Students of Other Languages)(K-12). Prerequisite: EDU 215.
Corequisite: EDU 315.

EDU 305. Prin & Methods of Multicultural Literacy. 3 Credit Hours.
This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities, Middle Childhood Specialist and T.E.S.O.L. This course is designed to prepare preservice teacher (grades 1-12) for the implementation of culturally relevant literacy instruction for inclusive urban, suburban and rural settings. It also offers a training process for reading, writing, listening, speaking and viewing instruction for diverse learners, such as those students with physically handicapping conditions, students with special cognitive and emotional needs, and students learning English as a second language. Studies will alternate between the college classroom and two hours of weekly observations and participation in school classrooms. During the time in the college classroom, the focus will be on the learning and teaching of reading, writing, listening, speaking and viewing in light of theoretical perspectives and belief systems. In the school classrooms, the focus will be on students and teachers during the literacy learning process. In both settings, the preservice teacher/researcher, will explore and observe effective methods and materials including electronic texts and literacy learning computer programs; discussion and reflection will be encouraged and reported. Finally, there will be an emphasis on the use of multicultural literature across the curriculum. Prerequisite: EDU 205.
Corequisite: EDU 315.

EDU 315. Plan,Assessing,Managing Inclusive Clsm. 3 Credit Hours.
This course is required of all students seeking New York state teacher certification. Teacher candidates will become proficient in designing and analyzing curriculum, assessment techniques and curriculum materials with special emphasis on developing units of instruction and lesson plans. Students will learn to demonstrate effective instructional methods for students in inclusive settings. Specific teaching strategies that foster success along with strategies for management of behavior in inclusive classrooms will be presented. Field work experience in a school is an integral part of this course and students are expected to spend time each week in a school setting. Successful demonstration of teaching skills on a final videotape is required for formal acceptance into the Dual Childhood/Special Education certification program. Prerequisite or corequisite: EDU 303 or EDU 305.
Prerequisites: EDU 205 or EDU 215.

EDU 325. Teach/Adapt Curric Content Specialists. 3 Credit Hours.
This course is required for all students seeking New York state certification in Adolescence and Dual Adolescence/Special Education. The focus of the course is on tools and strategies that can be used by special educators and general educators at the secondary levels to ensure appropriate curriculum planning, instruction and assessment for all students. The goal of this information is that strategies will be integrated in order to meet the various needs of all students in both general and special education settings. Emphasis will be placed on cooperative planning with a multidisciplinary team and on developmentally appropriate teaching strategies that are consistent with a student’s cultural and ethnic environment. Various types of special needs will be addressed including disabling conditions; gifted, talented and creative children; limited English-proficient children; and cultural and ethnic minority children. Specific teaching strategies that foster success along with strategies for management of behavior in inclusive classrooms will be presented. Attention will be given to working with parents and ancillary personnel and making appropriate referrals. A required field experience in a local school will provide the setting to observe and work with students from diverse backgrounds. Prerequisite: EDU 315.

EDU 326. Teaching/Adapting Middle Level Curric. 3 Credit Hours.
This course is required of all students seeking New York state teacher certification in Middle Childhood Specialist. The focus of this course is on tools and strategies that can be used by general educators at middle level to ensure appropriate curriculum planning, instruction and assessment for all students. The goal of this information is that strategies will be integrated in order to meet the various needs of all children in inclusive settings. Emphasis will be placed on cooperative planning with a multidisciplinary team and on teaching strategies that are consistent with the student’s developmental and/or cultural and ethnic environment. Various types of special needs will be addressed including disabling conditions; gifted, talented and creative children; limited English-proficient children; and cultural and ethnic minority children. Specific teaching strategies that foster success along with strategies for management of behavior in inclusive classrooms will be presented. Attention will be given to working with parents and ancillary personnel and making appropriate referrals. Preservice teachers in this course will be placed in a field placement. Prerequisite: EDU 315.

Corequisite: EDU 335.
EDU 335. Literacy Development in the Content Area. 3 Credit Hours.
This course is required of all students seeking New York state teacher certification in Middle Childhood Specialist, Adolescent, Adolescent/Students with Disabilities. Teachers in today's content area classrooms not only prepare and guide their students to learn key concepts and information, through reading, writing, listening, speaking, and viewing, but also, lead their students toward independent learning. These content area classroom settings, based on the constructivist approach, encourage inquiry learning and cooperative learning. In this course, using the constructivist perspective, future content area teachers will learn how to encourage students to learn through literacy activities. They will analyze the processes of connecting known information to new information, formulating questions, discussing issues, and discovering unique perspectives and possibilities. Diagnosis, evaluation and assessment of all students will be discussed especially through content area resources and materials including electronic texts and computer programs.
Prerequisites: EDU 303 and EDU 315.

EDU 345. Collabor&Transition Plan Stu Spec Needs. 3 Credit Hours.
This is a required course for all teacher candidates preparing for the New York state dual certificate in Adolescence/Students with Disabilities. The focus of the course is on the transition of individuals with mild and moderate disabilities to all aspects of adult life. Preservice teachers will be placed in a field placement.
Prerequisite: EDU 325 and EDU 335.
Corequisite: EDU 401.

EDU 355. Cultural Perspect Teach Lang Aquisition. 3 Credit Hours.
This is a required course for all teacher candidates preparing for the New York state certificate in Teaching English to Speakers of Other Languages. Using ethnographic research in education, preservice teachers will study classroom settings, (K-12), which are responsive to linguistically diverse groups of students. A major focus will be the observations, models and discussions of effective strategies for teaching the language arts to students learning English as a second language. Additionally, psychological, linguistic and cultural foundations for teaching linguistically diverse students will be examined in light of current trends in the education of language minority students. Finally, traditional materials and resources, as well as electronic texts and computer programs will be examined in light of their contributions to language acquisition.
Prerequisite: EDU 215.

EDU 365. Adapting Literacy Lrn Stu W/Spec Needs. 3 Credit Hours.
This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities. This course will offer some of the approaches to the instruction of reading for students with disabilities. Principles of reading development will be explored as a foundation for all students followed by a sequence of instructional techniques for students with disabilities. Assessment and diagnosis of reading will be included. Students will become familiar with current research and practices in the field of reading instruction. A required two-hour per week field experience in a local school will provide the setting to observe and work with students from diverse backgrounds.
Prerequisites: EDU 305 and EDU 315.

EDU 375. Strategies & Technol for Inclusive Clsrm. 3 Credit Hours.
This course is required of all students seeking dual New York state certification in Childhood/Students with Disabilities (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 the unit. A practicum will introduce the students to the schools and teachers they will be student teaching with the following year.
Prerequisite: EDU 315; Corequisites: EDU 365 and EDU 376.

EDU 376. 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: EDU 315.
Corequisites: EDU 375 and EDU 365.

EDU 400. Middle School Strategies and Technology. 4 Credit Hours.
This course is required of all students seeking New York state certification as a Middle Childhood Specialist teacher. The course is designed to cover curriculum, instruction and assessment for students in various middle school content areas: English, mathematics, science, social studies, and languages other than English. It will focus on organization of content, assessment and management to effectively assist all students in meeting the New York state learning standard for their particular subject areas. Students will also attend a technology lab to assist them in integrating appropriate aspects of technology across their curriculum.
Prerequisite: EDU 326.

EDU 401. Adolescent Education Strategies & Technology. 4 Credit Hours.
This course is required of all students seeking New York state certification in Adolescent or Dual Adolescent/Students with Disabilities. The course is designed to cover curriculum, instruction and assessment for students in various high school content areas: English, mathematics, science, social studies, and languages other than English. It will focus on organization of content, assessment and management to effectively assist all students in meeting the New York state learning standard for their particular subject areas. Students will also attend a technology lab to assist them in integrating appropriate aspects of technology across their curriculum.
Prerequisites: EDU 315, EDU 325.
EDU 402. Meth Tch Esol Through Math/Sci/Soc Stud. 4 Credit Hours.
This is a required course for all teacher candidates preparing for the New York state certificate in Teaching English to Speakers of Other Languages. This course is designed to help preservice teachers learn the theoretical foundations and methods of communication necessary for the teaching and learning of English to speakers of other languages in the major content areas of mathematics, science, and social studies. Preservice teachers will write units of study in the content areas as well as practice writing and presenting lessons. Finally they will compile materials and resources that include electronic texts and computer programs which assist in the learning of English through content area materials.
Prerequisites: EDU 303, EDU 305 and EDU 315.

EDU 403. Strategies & Tech Teaching Thr Arts K-12. 4 Credit Hours.
This course is designed to assist the entry-level theatre arts teachers develop strategies to effectively teach the theatre classes they would typically be assigned during their first year of employment in a secondary classroom, as well as teaching theatre fundamentals as special offerings in the elementary school classroom. Skills that are specific to teaching theatre are typically not offered within the framework of an undergraduate teaching degree, nor do theatre degrees normally incorporate teaching skills. This unit of study aims to rectify these inequities. Emphasis will also be placed on the methods and strategies required for successful theatrical production in the extracurricular setting (school plays & musicals).

EDU 405. Preservice Clinical Teaching Seminar. 3 Credit Hours.
This is a required course for all teacher candidates preparing for New York state teacher certification. The focus of this course is on reflection on field experiences prior to and during student teaching in order to raise tacit intuitive knowledge to a more conscious level. Classes will consist of discussions and group work, including analysis and discussion of case studies.
Prerequisite: EDU 375 or EDU 400 or EDU 401 or EDU 402.

EDU 430. Supervised Preservice Teach/Grades 1-6. 6 Credit Hours.
This is a required course for all teacher candidates preparing for the New York state dual certificate in Childhood/Students with Disabilities. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area elementary school classes. Each teacher candidate will fulfill a teaching experience in an elementary (grades 1-6) Special Education position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher.
Prerequisite: EDU 375.

Corequisite: EDU 405.

EDU 431. Supervised Preservice Teach (SPE 1-6). 6 Credit Hours.
This is a required course for all teacher candidates preparing for the New York state dual certificate in Childhood/Students with Disabilities. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area elementary school classes. Each teacher candidate will fulfill a teaching experience in an elementary (grades 1-6) Special Education position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher.
Prerequisite: EDU 375.

Corequisite: EDU 405.

EDU 440. Supervised Preservice Teaching (5-6). 6 Credit Hours.
This is a required course for all teacher candidates preparing for the New York State Middle Childhood Specialist Certificate. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area departmentalized upper elementary or middle school classes. Each teacher candidate will fulfill a teaching experience in a grade 5-6 position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the college supervisor and the preservice teacher.
Prerequisite: EDU 400.

Corequisite: EDU 405.

EDU 450. Supervised Preservice Teaching (7-9). 6 Credit Hours.
This is a required course for all teacher candidates preparing for the New York State Adolescent, Middle Childhood Specialist, Dual Adolescent/Students with Disabilities or Teaching English to Speakers of Other Languages Certificate, K-12, and Theatre Arts, K-12. Either this, or EDU 460, is a required course for all teacher candidates preparing for the New York State Dual Certification in Adolescent/Special Education, T.E.S.O.L., and Theatre Arts. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area middle school classes. Each teacher candidate will fulfill a teaching experience in a middle school (grades 7-9) position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher.
Prerequisite: EDU 400 or EDU 401 or EDU 403 for Theatre Arts.

Corequisite: EDU 405.

EDU 451. Supervised Preserv Teaching (SPE 7-12). 6 Credit Hours.
This is a required course for all teacher candidates preparing for the New York Dual Certificate in Adolescent/Special Education Certificate. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area middle or secondary classes. Each teacher candidate will fulfill a teaching experience in a middle or secondary (grades 7-12) Special Education position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the college supervisor and the preservice teacher.
Prerequisite: EDU 401.

Corequisite: EDU 405.
EDU 460. Supervised Preservice Teaching (10-12). 6 Credit Hours.  
This is a required course for all teacher candidates preparing for the New York state certification in Adolescent, Dual Adolescent/Special Education or Teaching English to Speakers of Other Languages, K-12, and Theatre Arts, K-12. Either this, or EDU 450, is a required course for all teacher candidates preparing for the New York state dual certificate in Adolescent/Special Education, T.E.S.O.L, and Theatre Arts. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area secondary classes. Each teacher candidate will fulfill a teaching experience in a secondary school (grades 10-12) position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher.  
Prerequisite: EDU 401 or EDU 403.  
Corequisite: EDU 405.