Master of Arts in Teaching in Middle Childhood/Adolescent Education

EDUC-6050 CONTENT AREA STUDY: ENGLISH 3 cr.

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

Learning Objectives:
- Students will read widely and deeply literature related to grades 5-12 English language arts and literacy instruction;
- Students will demonstrate an understanding of a variety of genres and text-types to be used in the ELA/literacy classroom. These text types should include, but are not limited to: picture books, young adult literature, current fiction, graphic novels, online/digital texts, and wordless texts; and
- Students will demonstrate knowledge of a variety of theories on literacy engagement and how various theories and subsequent practices impact student engagement in grades 5-12 ELA/literacy classes.

EDUC-6060 CONTENT AREA STUDY: MATH 3 cr.

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

Learning Objectives:
- Students will be able to use tools appropriate to mathematics instruction strategically.
- Students will be able to analyze and operationalize NCTM and CC standards for teaching grades 7-12 mathematics.
- Students will be able to develop appropriate sequencing of mathematical learning experiences.

EDUC-6065 CONTENT AREA STUDY: SCIENCE 3 cr.

In this online course, science and STEM teachers and educators begin with an opportunity to deepen their understanding of a concept or application (approved by the instructor) within the standards-area relevant to their educational environment. Their scie

EDUC-6070 CONTENT AREA STUDY: SOCIAL STUDIES 3 cr.

An array of content area topics will be available to enable candidates to strengthen their content area background. While learning new content, students will develop lessons, teaching methods and materials for use with their own pupils. Students are encouraged to link their content across disciplines.

Learning Objectives:

- Interpret themes and patterns through inquiry-based study of concepts in history or social sciences with intent to connect the past with the present, and the local with the global;
- Design a social studies unit that is experiential, interactive, interdisciplinary, and inquiry-based;
- Critique different approaches for teaching controversial topics; and
- Appraise the meaning of social studies education in a multicultural democracy.

EDUC-6081 LINGUISTICS and GRAMMAR for ENGLISH TEACHING 3cr.

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

Master of Arts in Teaching in Adolescent Special Education and Master of Education in Adolescent Special Education

SPED-6085 COLLABORATION IN SPECIAL EDUCATION 3 cr.

This course is designed to develop knowledge, skills and abilities related to collaboration and teamwork. It provides special education teacher candidates with the information and skills necessary to collaborate and consult with other professionals, families, and support agencies regarding the design and implementation of educational programs for students with disabilities. The course also focuses on developing the communication skills needed to implement the range of collaborative service delivery options for students with disabilities. Candidates will develop foundational knowledge and skills in research-based processes for effective instruction of students with special needs and collaboration with other educators, administrators and parents to improve student learning. Teacher candidates must complete at least 10 hours in a

classroom observing/assisting a certified special education teacher to explore the relevance of the topics they are studying in this course to a classroom setting. Course discussions and assignment will integrate child development issues to classroom practice.

Learning Objectives

- Discuss knowledge and skills to operate effectively in the role as collaborator, consultant, and team member in various roles as defined by the continuum of placement options.
- Demonstrate skills to stay current on educational research relative to collaborative and consultative issues.
- Identify communication skills needed to collaborate effectively with colleagues and families.
- Demonstrate the ability to deliver accommodations and modifications collaboratively with general education teachers or related service providers.
- Analyze the competencies and challenges related to co-teaching and co-assessment, and plan effective instruction for diverse learners using the co-teaching approaches.

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Master of Education in Curriculum and Instruction

CURI-6010 CURRICULUM & INSTRUCTION 3 cr.
This course is designed to explore educational perspectives and implications of new media and new literacies. Students will investigate theories and research related to meaning-making in and around the contexts of contemporary social media. In addition, students will work collaboratively and collectively to build their knowledge in how these media are created, used, interpreted and re-used by themselves and others. They will explore how affinities for these media enable us to think differently about what it means to read, write, listen, speak, view, and participate in new literacies in educational settings. This course was previously EDU-661202.

Learning Objectives:
1. Understand the ways in which evolving fields of new media and new literacies intersect, diverge and impact the way people learn and interact.

2. Demonstrate how digital technology influences the process of creating, redesigning, assessing, and validating information.

3. Describe different ways knowledge can be organized and distributed and the subsequent social, political, and economic impact of various organizational systems and affiliations (InTASC Standard 3, NYS Standard 1.5).

4. Explore the tools used to communicate, collaborate, and participate in new media and new literacies and critically evaluate the affordances of these tools in different educational contexts (InTASC Standard 5, NYS Standard 1.6 & 3.5).

CURI-6030 FOUNDATIONS OF LITERACY 3 cr.

This course will focus on psychological, sociological, linguistic, socio-cultural, and historical

CURI-6045 LITERACY & LITERATURE 3 cr.

This course examines ways in which literature, as the written, digital and visual representation of human experience, enhances our ability to make meaning of the processes and products of human thought, feelings and behavior. Characteristics of various genres are explored throughout the course. Ways in which literature opens a dialogue between writer, reader and responder are

CURI-6075 SOCIAL FOUNDATIONS OF EDUCATION 3 cr.

This course critically examines the philosophical, historic, social and legal foundations of education, as well as contemporary structures, functions and issues in educational systems in the United States. The course provides additional historical context for the course Understanding Diverse Learners. Topics include: broad historical and social contexts within which American schools developed; present and historical relationships between schools and communities; diversity, equity, individuality, and schooling; schooling and democracy/ citizenship; social structures and cultures of schools; teachers as members of learning communities; computer use in schools; rights and responsibilities of education stakeholders; and contemporary debates and alternative visions of schooling. The culminating project for this course is an analysis and evaluation of community assets for a school or school district of the student's choice.

Learning Objectives:

• Demonstrate critical thinking regarding social, political, economic, and historical contexts in which the US educational system exists.

• Construct meanings regarding roles of the K-12 schools and other community institutions in preparing students to become effective citizens in a democratic republic.

• Evaluate the relationship between a school and its surrounding community in regard to meeting diverse students' learning needs.

Master of Arts in Learning and Emerging Technologies

EDET-6075 ASSISTIVE TECHNOLOGIES & LEARNING 3 cr.

This course is an introduction to the study of Assistive Technology. Students will examine the use of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities. Students will investigate types of assistive technologies,

Learning Objectives:

- Survey current contextual factors impacting new modes of learning across the lifespan, in formal and informal settings.

- Compare learning theories and their impact on curricular and pedagogical decisions.

- Apply design-based research to support effective instructional strategies in blended and online environments.