COLLEGE OF EDUCATION

Purpose

To develop skilled, ethical professionals who advocate for positive change by learning, leading, and serving all members of society, especially those who are disadvantaged or marginalized.

Guiding Values

1. Vincentian tradition of Niagara University

We are inspired to serve all members of society, especially those living in poverty and oppression, in local communities and in the larger world.

2. Constructivist practice

We consider the experiences, values, and multiple identities of the individuals we serve as the foundation from which to facilitate learning and development.

3. Evidence-based best practice

We implement practices and strategies drawn from the best available research and data generated within our own professional contexts.

4. Reflective practice

We promote self-assessment, peer-assessment, and critical examination of the efficacy of one's own practice as essential for the continuous improvement of all professionals.

5. Professional commitment and responsibility

We demonstrate dedication and accountability to our respective professions through professional, passionate, lawful, and ethical behaviors.

6. Professional relationships

We maintain high expectations for ourselves, our colleagues, and those we serve, while respecting diversities of background, experience, opinion, and perspective; and working collaboratively to support one another.

Advisement

Upon application to a graduate degree program, the applicant is immediately assigned a faculty advisor. While awaiting acceptance to the degree program, applicants should meet with the assigned faculty advisor to plan the courses that will be acceptable in the degree program. Courses taken outside of this advisement procedure may not be credited toward the applicant's degree program.

Transfer Credit

A maximum of six graduate credit hours may be transferred into M.S.Ed. programs. Nine transfer credit hours are allowed in the M.S. in clinical mental health counseling.

Transfer credit is generally not permitted in the graduate teacher education program or in the 24 credit-hour advanced certificate programs. Graduate courses that are more than 10 years old are not acceptable for transfer credit.

Teacher Education Programs

Candidates in all teacher education programs must demonstrate competency in each of the standards associated with the nationally recognized associations aligned with the areas of certification they seek.

Clinical Field Experiences

Candidates in the Early Childhood/Childhood and Middle Childhood/Adolescence M.S.Ed. Programs complete a series of field experiences beginning with Education Impact, progressing to Teaching Assistantship, and culminating in Student Teaching. The Education Impact and Teaching Assistantship placements include a minimum total of 150 hours (or 25 full school days) of experience. Student Teaching engages candidates in full time teaching in two placements each of 7 weeks (or a minimum of 70 full school days), and integrates edTPA requirements.

Prior to admission to the Student Teaching semester candidates must demonstrate:

- successful completion of 150 hours of early field experience
- satisfactory dispositional assessment
- a minimum B average in methods courses
- satisfactory completion of all prerequisite coursework
- an overall QPA of 3.0

Comprehensive Evaluation

The M.S.Ed. candidates in early childhood and childhood, and middle childhood and adolescence education must pass a comprehensive evaluation prior to graduation.

Learning is a constructive process and one that is enhanced by critical reflection. Therefore, the purpose of the comprehensive evaluation is for candidates to demonstrate their knowledge of educational theory and research in an integrated fashion. A candidate must receive a satisfactory rating to complete the program.

New York State Teacher Certification Examination (NYSTCE)

Graduates of the College of Education seeking certification in New York state must pass requisite state examinations appropriate for their certification area prior to applying for certification.

Additional Certification Requirements

Candidates seeking initial certification must complete the six-hour seminar of the Dignity for All Students Act, Alcohol and Drug Abuse Prevention. Violence Prevention, and Child Abuse Prevention workshops. In addition, a fingerprinting-supported, criminal history background check is required.

Title II Reporting

The following certification examination pass rates are drawn from the 2017 Title II Report:

Certification Examination	Year 1	Year 2	Year 3
	2017-18	2018-19	2019-20
edTPA: ELEM	94%	96%	94%
Educating All Students (EAS)	100%	99%	95%

Multi Subject 1-6 (CST)	95%	93%	93%
Students with Disabilities (CST)	95%	95%	100%

Post-Master's Programs Leading to an Advanced Certificate

The educational leadership program offers four certificates of advanced study (CAS) in the field of educational leadership. These programs offer educational professionals the opportunity through advanced study to acquire New York state certification in one of the administrative areas:

- school building leader (SBL)
- school district leader (SDL)
- school district business leader (SDBL)

The College of Education is dedicated to preparing the highest quality teachers, educational leaders, school and mental health counselors, and school psychologists — professionals who will make a difference for children and their families.

Admission Requirements

1. **Official Transcripts:** Official transcripts of all colleges and universities attended in a sealed institution envelope. If you have not yet graduated and/or your degree has not been conferred, please enclose an in-progress letter.
2. Two references (academic, professional or volunteer) are submitted online as part of the application process. **After submitting your online application, you will be able to directly email your references to request a recommendation.**
3. **Statement of Intent:** Two-page, double-spaced, typewritten statement discussing your academic and/or research background, your career goals, personal philosophy, and how Niagara University's graduate program will help you meet your career and educational goals. **Please include your name at the top of this uploaded document.**
4. **Résumé and/or Experience Profile — Online (Optional):** Résumé and/or profile including all professional experiences relating to the intended field of study.
5. **Graduate Testing Requirements:** Score reports should be sent to the Office of Graduate Education at the address below.
   a. **Teacher Education and Advanced Education Applicants:** Testing is not required for students seeking admission to Educational Leadership, CAS Teaching English to Speakers of Other Languages, CAS Special Education, or Applied Behavior Analysis Advanced Certificate unless otherwise request by the dean.
   b. **Applicants are required to submit one of the following:** General Record Examination (GRE), Miller Analogies Test (MAT), Accuplacer Examination (Offered on NU campus), SAT or ACT scores.
   c. **Testing information is available using the following links:**
      - GRE (http://www.gre.org)
      - MAT (http://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html)
      - SAT (http://www.collegeboard.org)
      - ACT (http://www.act.org)
   d. Applicants with an undergraduate GPA of less than 3.0 may also be required to complete a personal interview and writing sample.
6. **School Psychology Applicants: All** applicants must take the GRE, including Niagara University students/graduates.
7. Applicants with a GPA of less than 3.0/B may be required to attend an interview designed to examine the student's career goals, personal readiness for their program, multi-cultural sensitivity and awareness, personal dispositions and decision-making skills, and/or provide a writing sample.
8. A degree evaluation by WES (http://www.wes.org) or Spantran (https://spantran.com/web/)) is required for applicants who have obtained a degree outside of the United States or Canada. Please select the comprehensive course-by-course report.
9. For individuals whose native language is not English, a language proficiency examination is required. Review TOEFL requirements (https://www.niagara.edu/admissions/international-admissions/). Niagara waives this examination requirement for students scoring 600+ on the GRE/GMAT.

New Applicants to Niagara University in the Graduate Division of Education

Application

The application provides the student with admission to nonmatriculated status. Nonmatriculated status does **not** guarantee admission to the degree program for which the student has applied.

As a nonmatriculated applicant, the student will have one semester to complete the application procedure. When the file is complete, it will be submitted to the admissions committee for consideration for acceptance into the degree program requested.

Nonmatriculated Two-Course Limit

Students applying for admission are expected to provide all supporting documentation at that time. If supporting documentation is not provided, a student may be admitted as a nonmatriculant. In that instance, a student may register for a total of only two courses in the M.S.Ed. programs and three courses in the M.S. in mental health counseling. If the student should register for more than the six or nine credit hours or the two or three courses allowed, there is no guarantee that these courses will be applied to his/her degree program. Any courses registered for beyond the two or three courses mentioned above will have no effect on the student's acceptance into a degree program. Students who wish to take more than two or three courses (six or nine credit hours), not to be applied to a degree program, must have the signed permission of the dean of education.

Programs of Study

The College of Education offers programs leading to the:

- M.A.T. International Teaching and Learning
- M.S. Ed. Early Childhood/Special Education (Birth- Grade 2)
- M.S.Ed. Special Education (Grades 1-6 or 7-12)
- M.S.Ed. Literacy Instruction (Birth-grade 6 or grades 5-12)
- M.S.Ed. Educational Leadership (Ontario)
- M.S.Ed. Educational Leadership (School building and school district)
- M.S.Ed. MBA/School District Business Leader
- M.S.Ed. School Counselor
- M.S.Ed. Middle and Adolescence Education (Grades 5-12)
- M.S.Ed. Early Childhood and Childhood Education (Birth-grade 6)

- M.S.Ed. Teaching English to Speakers of Other Languages (TESOL) (Pre K-12)
- M.S. Clinical Mental Health Counseling
- M.S. School Psychology
- Ph.D. Leadership and Policy

Advanced Certificate Programs

- Clinical Mental Health Counseling
- Literacy Specialist
- School District Leader
- School Building Leader
- School District Business Leader
- School Counseling
- School Psychology
- Special Education
- Teaching English to Speakers of Other Languages (TESOL)

EDU 505 — Measurement and Evaluation in Education (3 credits)
This course is designed to provide students with an introduction to the basic principles of measurement and evaluation of learning with emphasis upon test construction in accord with instructional objectives. Consideration is given to the statistical principles of validity and reliability, and the variety, selection and use of standardized assessments for all learners. Methods of assigning grades to students will also be explored.

EDU 514 — Mod Innov & His w Ed (3 credits)
An examination of the leading educational philosophers, psychologists and practitioners from Greco-Roman to modern times and their applications to current education.

EDU 515 — Foundations in Applied Reading Research (3 credits)
This course has been developed to help build teachers knowledge and skills in scientifically based reading research which will enable them to teach all children to master reading by the end of grade three. By providing teachers and instructional support personnel with quality training through the application of scientifically based reading research, to reading instruction, assessment, diagnosis, progress monitoring and intervention, reading instructional effectiveness will occur. This course will cover modules one through four. Module one: Reading and Language Arts: The Context of Change. Module two: Phonological Awareness and Phonemic Awareness. Module three: The Alphabetic Principle and Phonics. Module four: Word Study.

EDU 516 — Foundations in Applied Reading Research (3 credits)
This course has been developed to help build teachers knowledge and skills in scientifically based reading research which will enable them to teach all children to master reading by the end of grade three. By providing teachers and instructional support personnel with quality training through the application of scientifically based reading research, to reading instruction, assessment, diagnosis, progress monitoring and intervention, reading instructional effectiveness will occur. This course will cover modules five through eight. Module five: Fluency. Module six: Vocabulary. Module seven: Comprehension I. Module eight: Comprehension II.

EDU 521 — Phil Found of Educ (3 credits)

EDU 523 — Foundations of Education (3 credits)
This course examines the ways in which diverse disciplines (e.g., history, philosophy, psychology, sociology, multiculturality, economics, ethics, law) are the basis upon which Western educational practices are built. These interconnected foundations continuously shape school characteristics and conditions including curriculum, pedagogy, classroom organization, technology and the expectations held of teachers, students, parents, administrators, and the community. Course experiences will involve prospective teachers in gaining knowledge with which to analyze the effects of these educational foundations on the school experience in the past and present. Prospective teachers will use their evolving foundational framework to examine educational paradigms, theories and practices that either strengthen and expand the democratic possibilities of schooling or maintain the current correspondence between educational success and students socioeconomic and cultural identities.

EDU 524 — Soc of Education (3 credits)
The purpose of the course is to provide the student with an understanding of the relationships between the schools and other aspects of society; the relationships among the various roles in school organizations; and the effects of the school social system in learning.

EDU 528 — Diversity, Equity, & Inclusion (VAU) (3 credits)
This course examines the theories and practices of multicultural education which are presented as central to teaching and learning, not as marginal or added on to the regular curriculum. Study of multicultural concepts (e.g., inclusion, accurate representation, multiple perspectives, indigenous scholarship) will reveal how diverse knowledge bases have been historically muted in educational and other discourses. In order to avoid replicating this exclusionary practice, prospective and practicing teachers will explore ways in which students (and their own) multiple identities are embedded in teaching and learning that accurately represents diverse knowledge bases. Such an approach is multicultural and therefore emancipatory because it encourages students to become thinkers and producers of knowledge-practices that increase students opportunities and life chances.

EDU 529 — Methods Elm/Incl: STEM (3 credits)
With an emphasis on curriculum and methods, this course prepares teacher candidates to teach science, technology, engineering, and mathematics (STEM) in the elementary school classroom, grades PreK-6. Special attention is given to inquiry-based teaching practices, project-based learning, high-level thinking, and real-world problem solving. Course content aligns with New York's State Standards and Ontario Expectations.

EDU 530 — Manage the Cultural Resp Class (3 credits)
This course introduces teacher candidates to motivation and classroom management strategies that engage all students in an inclusive classroom. Candidates will 1)recognize personal cultural lenses and biases, 2) develop knowledge and respect of students' cultural backgrounds, 3) examine the broader social, economic, and political context, 4) use culturally appropriate motivation and management strategies, and 5) commit to building caring classroom communities.

EDU 531 — Typ/Atyp Early Child Dev (3 credits)
The intent of this course is to provide prospective teachers with a thorough knowledge of early childhood development. The course will focus on understanding research and theory as it impacts developmentally appropriate practices for infants to grade 2 students. By becoming familiar with the growth and development of young children, prospective teachers will be able to develop their own theories of children and understand their growth and development. Observation hours are required for this course.

EDU 532 — Adolescent Psychology (3 credits)
This course provides an analytical study of the physical, cognitive, social and moral transitions faced by adolescents. The course will focus on the applications of theory and research to help guide the decisions and behaviors of professionals and parents who interact with youth on a regular basis. Special emphasis will be given to the needs of the younger adolescents and their middle school experience.

EDU 533 — Psychology of Human Learning (3 credits)
A study of processes, conditions and techniques of the acquisition of knowledge, skills and behavioral patterns in humans. Learning theories and their applicative aspects will be considered, as will such problems as motivation, guidance, retention and forgetting, problem solving, meanings and insight, and the role of punishment and reinforcement.

EDU 535 — Child Development (3 credits)
The course will explore child development from the preschool to the primary years (ages 4-8) and in the intermediate elementary grades (ages 9-12) in all of the aspects - physical, social, emotional, mental, cognitive and educational. Attention will be given to the exceptional child, his/her identification and methods of working with the exceptions. Classroom observations and field experiences will be an integral part of the course.

EDU 536 — Human Learn, Dev & Motivation (3 credits)
The course is designed to introduce the prospective teacher to the theories of human learning, development and motivation and the applications of these theories in the learning environment. Each of the developmental stages of early childhood, childhood, preadolescence and adolescence will be focused upon to gain awareness of human learning, maturation and motivation. Prospective teachers will be required to participate in a school-based Education IMPACT field placement to experience the application of theories; observe the interaction of a child/adolescent within the school, family and peer systems; and reflect upon their learning through a case-study project.

EDU 537 — Foundation Intnl Educat (3 credits)

EDU 539 — Char of Students With Exceptionalities (3 credits)
This course introduces prospective and practicing teachers to the characteristics of students with physical, cognitive and emotional/behavioral challenges. The participants will be introduced to legislation issues including ADA, IDEA, IEPs, transition services, inclusion, etc. Participants will explore the role of students, family and education professionals. As part of this course, participants will reflect upon 20 hours of observations and interactions with students with disabilities.

EDU 541 — Science Concepts Gr 3-6 (3 credits)
This course is designed to provide practicing teachers with knowledge and skills to improve science instruction in early childhood and elementary classrooms. The course will emphasize the importance of exposing science concepts in early childhood levels. Literacy, mathematics, and technology will be interwoven into the curriculum, which will focus on the nature of science, scientific inquiry, science in the community, contemporary issues in science, and safety and welfare in the science classroom.

EDU 542 — Science Applications Gr 7-9 (3 credits)
This course is designed to provide practicing math and science teachers with knowledge and skills to improve science instruction at the secondary level. The course will emphasize the importance of scientific reasoning and communication. Literacy, mathematics and technology will be interwoven into the curriculum which will focus on the nature of science, scientific inquiry, science in the community, contemporary issues in science, safety, ethics, and welfare in the science classroom.

EDU 543 — Fsl Teacher Confidence and Competence (3 credits)
The course aims to promote French learning and feelings of positive self-efficacy among Teacher Candidates. By incorporating pedagogical approaches that are reflective of effective classroom teaching practices in Ontario classrooms, Teacher Candidates participate in a course that actively fosters the use of the language in authentic situations.

EDU 544 — Intro to Indigenous Education (3 credits)
An introductory course in Indigenous Education for educators to acquire fundamental knowledge, pedagogies and skills needed to accurately approach and implement Indigenous Education in schools and to respectfully incorporate Indigenous Knowledge put forth by the Calls to Action in Truth and Reconciliation Commission of Canada of 2015.

EDU 550 — Early Childhood Math P-2 (3 credits)
This course is designed to provide practicing teachers with knowledge and skills to improve mathematics instruction in early childhood and elementary classrooms. The course will emphasize the importance of exposing math concepts in early childhood levels. Literacy, science, and technology will be interwoven into the curriculum which will focus on number sense, operations, algebra, probability and statistics, and geometry.

EDU 552 — Applied Children's & Adolescent Lit (3 credits)
The course examines a variety of teaching strategies using literature written for children and adolescents. Among the topics addressed are how to locate and evaluate the text and illustrations in children's books, how to integrate literature into the K-12 curriculum across multiple content areas, and how to stimulate and evaluate a variety of student responses to literature.

EDU 553 — Math Middle Level Gr 7-9 (3 credits)
This course is designed to provide practicing math and science teachers with knowledge and skills to improve mathematics instruction at the middle and high school levels. The course will emphasize the importance of mathematical reasoning and communication. Literacy, science, and technology will be interwoven into the curriculum which will focus on algebra, trigonometry and calculus, measurement and geometry, probability and statistics.

EDU 554 — Teaching of Composition (3 credits)
This course will provide participants with a deeper knowledge of how to deliver writing instruction more effectively. Participants will gain knowledge of the Americas Choice writing standards, New York state writing standards, writing genres, components of writers workshop, writing conferences, and how to analyze students writing using rubrics. Participants will review and discuss strategies to help strengthen the workshop approach in the classroom. Writing standards will be defined clearly to help guide instruction as well as to communicate with parents and other educators the expectations of each grade levels writing program.

EDU 555 — Literacy Foundations (3 credits)
This course is designed to provide practicing teachers with a foundation for literacy instruction in K12 classrooms. Teacher participants will examine literacy in terms of its definition, the factors contributing to its development, the stages of literacy growth, and the role of literacy in enabling full societal participation. The teachers role in providing effective, appropriate instruction to ensure that all students reach their literacy potential will be emphasized. This will include an awareness of the New York State Learning Standards and the Ontario Expectations as guides to levels of literacy achievement. In addition, participants will examine effective instructional practices across the grade levels and explore how they can develop families as literacy partners, address diverse needs of students, use effective assessment to guide instruction, and incorporate technology into literacy instruction.

EDU 556 — Geo Sec Sch Tchrs (3 credits)
A study of transformational, Euclidean, non-Euclidean geometries for teachers, with special emphasis on application to secondary school mathematics.

EDU 557 — STEM Literacy (3 credits)
This course explores how students develop knowledge, understanding, and application of literacy in the disciplines of mathematics, science, and technology. Specifically, teachers will focus on MST reading, writing, listening, speaking, viewing, and visually representing. They will integrate state, national, and international standards in MST and ELA to enhance learning in both domains.

EDU 558 — Using Literacy Technology (3 credits)
This course introduces practicing teachers to multiple uses of technology in literacy education. It provides them with the knowledge and experience to use technology as a tool to improve literacy teaching and learning for all students. Teachers examine and evaluate literacy software in terms of applicability to a variety of educational settings. Teachers learn to teach students how to access literacy information and resources using the Internet. Teachers also learn how to guide students in Web publishing.

EDU 561 — Lang/Lit Dev Div Yng Lrns (3 credits)
This methods course focuses on research-based principles and practices for providing diverse young children, birth through age eight, with a strong foundation in language and literacy. Developmentally appropriate assessment techniques and instructional approaches, professional collaboration, and ways in which literacy may be fostered in the home context are also examined. Field experiences required.

EDU 562 — Literacy: Intermediate Grades (3 credits)
This methods course focuses on knowledge development and theoretical application of evidenced-based literacy assessment and instruction for intermediate grade learners (grades 3-8). Instructional differentiation for academically and culturally diverse learners, content area literacy, and literacy leadership skills are also examined and developed. Field experiences required.

EDU 565 — Assessment of Students with (VAU) (3 credits)
The intent of this course is to provide candidates with knowledge of various assessment practices, skills in the assessment of learners with disabilities, and an understanding of the legal, moral, and social issues associated with assessment in special education. The course will focus on the assessment of the following four areas: academic achievement, functional performance and learning characteristics; social development; physical development; and management needs. Candidates will prepare an Individualized Education Program for a student for whom all four types of assessments have been performed.

EDU 568 — Middle School Philosophy and Curriculum (3 credits)
This course is designed to provide the student with a comprehensive study of middle-level philosophy, curriculum and programming. Examination of the development of middle schools with particular attention to exemplar models will be the focus of the initial aspect of this course. A clinical component is required. Field components will be conducted in the local on-site middle schools by middle-level educators.

EDU 570 — From Theory to Practice: Instructional (3 credits)
This course is designed to help prepare teachers for modern schools by equipping them with the knowledge base, the attitudes of reflection and the skills necessary for effective decision making. The course will be structured collaboratively. Teams of learners will read, discuss and evaluate studies, design applications, and analyze effects. Case studies will provide the opportunities to apply the knowledge base. Videotape analysis of ones own teaching and that of others will be a focus of the course.

EDU 571 — Foundations of Literacy Instruction (3 credits)
This course is designed to help prospective teachers develop the knowledge and skills to deliver literacy instruction effectively. Participants will learn how to: create a literate environment that wraps literacy around all areas of the curriculum; implement the New York State Learning Standards or Ontario Expectations following principles of effective instruction; incorporate technology into instruction; use a wide range of literature, including multicultural literature, across the curriculum; cultivate partnerships with parents to encourage and enhance literacy development; and use literacy assessments to make decisions about instruction for diverse learners.

EDU 572 — Reading Diff: Identification/Intervent (3 credits)
*Prerequisite Take EDU*555 AND TAKE EDU*561, EDU*562, OR EDU*575.*

This methods course focuses on diagnostic assessment and instruction for literacy learners in grades k-12, emphasizing individualized or small group settings. Candidates will examine formal and informal literacy assessments, conduct a diagnostic assessment of reading abilities, analyze the assessment, and plan and implement appropriate reading instruction. Professional collaboration is emphasized. Field experiences required.

EDU 574 — Differentiate Reading Instr (3 credits)
This course will provide participants with a deeper knowledge of how to deliver reading instruction to students with diverse learning needs. Focus will be placed on planning instruction, accessing and developing resources and conducting assessments for students from different cultural back-grounds and learning abilities.

EDU 575 — Literacy: Upper Grades (3 credits)
This course offers the grade 7-12 teacher the opportunity to design instructional and assessment materials in reading, writing and study skills in the content subjects for his/her own classroom use. This course will sensitize the practicing teacher to the important role that reading plays in learning any subject. The course will provide a knowledge base about the reading process and opportunities to use that knowledge in instruction, assessment and program organization.

EDU 576 — Integrating Language Arts in the (3 credits)
This course is designed to prepare prospective teachers for teaching the language arts (reading, writing, listening, speaking, viewing, and visually representing) in the primary/elementary classroom using an integrated approach. Prospective teachers will learn how to guide students through each stage of the reading and writing processes and how to incorporate technology into each process. They will also learn how to utilize effective practices and strategies that enable elementary students at all levels of literacy development to read, write, listen, and speak for information and understanding, literary response and expression, critical analysis and evaluation, and social interaction. Emphasis is placed on making meaningful connections for students, building strong home-school connections, and using ongoing assessment of student progress to guide instruction.

EDU 577 — Content Literacy Methods (3 credits)
This course provides prospective teachers with strategies for integrating the language arts (listening, speaking, reading, writing, viewing visual works and constructing visual works) into the instruction of their specific content areas. Topics include techniques for teaching technical vocabulary; locating and selecting relevant sources; note taking from oral, print and electronic sources; organizing, writing, editing and revising papers; conforming to conventions of source citation and conventions of standard written English; writing informational and other types of essays; using content-area learning logs; viewing graphics and art, and creating graphics and art related to content-area concepts.

EDU 578 — Foundations of Bilingual Education & (3 credits)
This course provides the basic theories, issues and concepts related to teaching bilingual students in Pre-K-12 classrooms. Program models will be presented that employ bilingual education and integrated English as a Second Language (ESL) services as well as other models. Classroom strategies impacting student behavior and student learning are discussed. Current issues are discussed and provide students with opportunities to complete library research. Graduate students will complete a significant research project as part of this course. Field experience required.

EDU 579 — Developing Literacy in English Language (3 credits)
This course takes a global approach to the promotion of literacy. Focusing on juvenile and children's literature as well as on literature applicable to adolescents, the course will provide an in-depth study of literacy beyond our national borders. Methods of teaching literacy - reading, writing, speaking, comprehending, and thinking - to ELL students will be infused in the course. Students will develop lessons, literature-teaching modules, and develop materials for use in future classroom work. Students will be required to participate in an Education IMPACT field experience.

EDU 580 — Language and Linguistics in the ESL (3 credits)
This course will present current theories of second language acquisition (SLA) as well as provide an overview of linguistic phenomena in phonology, morphology, syntax, semantics, and discourse analysis germane to the second language classroom. Language transfer, BICS vs. CALP, hypotheses of major theorist in the fields of SLA and linguistics will be discussed. The course will analyze fundamental concepts, such as SLA in adults and children, in formal and informal learning contexts, and in diverse sociocultural settings, and take an interdisciplinary approach, encouraging students to consider SLA from linguistic, psychological and social perspectives. The course will emphasize how to teach pronunciation, vocabulary, grammar/syntax, and discourse in an ESL classroom and allow students to apply research-based practices. A 30-hour Teaching Assistantship (TA) is an integral component of this course, with the requirement of teaching a minimum of two lessons.

EDU 581 — Sociolinguistic Considerations in (3 credits)
This course will approach sociolinguistic considerations germane to the ESL classroom from a humanities perspective. After reviewing models of first and second language acquisition, this course will discuss sociolinguistic phenomena such as code switching, dialects and idiolects, language transfer, loan words, and appropriate discourse. Students will apply theoretical models to ESL classroom practice through research and projects.

EDU 582 — Curric Applications TESOL (3 credits)
This course focuses on student-centered theories, providing models of curriculum development and their application for English Language Learners. Approaches and strategies such as: the grammar-translation approach; the Silent Way; the Audio-lingual Method; Total Physical Response; the Natural Approach as well as Cooperative Learning; Multiple Intelligences; Whole Language; among others are presented. English language development (ELD) lesson and unit planning as well as the assessment of these are required. The New York State New Language Arts Progressions will provide the basis for curriculum work in the course. The course will infuse technology and Computer Assisted Language Learning (CALL) in methodology. Students will apply material learned to Pre-Kindergarten to 12th grade science, math, and social studies curriculum.

EDU 584 — Content Methods for ESL (3 credits)
This course is designed to explore required content standards (pre-K-12) and to develop instructional practice for meaningful learning in the ESL classroom. Cognitive-Academic Language Learning Approaches (CALLA) and other content-area Specially Designed Academic Instruction in English (SDAIE) lessons will be covered. The Sheltered Instruction Observation Protocol (SIOP) model will be emphasized. Participants in the course will learn how to deliver instruction and how to create instructional materials using this model. Assessment of learning in the second language content-area classroom is conducted. A 40-hour Teaching Assistantship (TA) is an integral component of this course, with the requirement of teaching a minimum of two lessons.

EDU 588 — Assessment for ESOL Learn (3 credits)
*Prerequisite EDU*578*

This course serves as an introduction to various issues (e.g. cultural and linguistic bias, political, social, and psychological factors diagnostic, formative and summative) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning. The statistical principles of validity and reliability, and the variety, selection and use of standardized language tests will be discussed. Consideration is also given to a variety of standards-based language proficiency instruments and performance-based assessment tools and techniques that are used to inform instruction and for identification, placement, and demonstration of language growth of ESOL students.

EDU 591 — Residency I (3 credits)
Candidates in Residency I have already completed a minimum of 75 hours of prior experience working with P-12 students, and 9 credit hours of foundations-level education coursework. During Residency I candidates will complete a 400-hour Residency I placement under the supervision of a certified school-based Mentor Teacher, with the support of a University Field Supervisor. Simultaneously, candidates will be completing methods-level coursework where they will be learning to plan, implement, and evaluate instruction in their area of certification.

EDU 592 — Residency II (3 credits)
Residency II covers a minimum of 100 days and 600 hours of progressively increased teaching responsibility in a P-12 classroom. Residents are expected to demonstrate knowledge, skills, and dispositions essential to effective teaching consistent with the Next Generation and New York State Learning Standards. Residents will develop their TPA portfolio throughout the semester in conjunction with the professional seminar. Residents are supervised by an experienced mentor teacher assigned by the district and a university supervisor.

EDU 594 — Self-Regulated Learning (VAU) (3 credits)
Teacher candidates will learn SRL theories and practices from the lens of critical educational psychology to enhance their self-efficacy and furthermore to teach their students cognitive, metacognitive, motivational and behavioral skills towards becoming aware of the nuances of SRL and anti-oppressive approaches including a focus on indigenous ways of knowing.

EDU 595 — Intro to Educational Research (VAU) (3 credits)
This course is designed to introduce graduate students to the principles of research in education. Students will become effective consumers of educational research by analyzing the literature in a particular area of study and synthesizing the results into material that can be applied to diverse educational settings. Students will also develop practical research skills to assist them in their own professional development.

EDU 596 — Educational Research & Statistics Part 2 (3 credits)
The course will investigate complex research techniques with special emphasis upon the preparation of a research study. Procedures and criteria needed to evaluate published research will also be presented.

EDU 597 — Computer Technology and Utilization in (3 credits)
This introductory offering has as its major focus the many administrative uses of the computer in the field of education. A major goal is to ensure that every graduate student in educational administration has a comprehensive understanding of current and future roles that computer technology creates for the school system, of the use of the computer in short- and long-term planning, and of the impact that computers can and will have on administrative duties and responsibilities. Particular emphasis will be placed on the ability of the administrator to utilize computer technologies at the district, school and classroom levels. A range of administrative uses will be presented to ensure sound computer administrative practices.

EDU 598 — Instructional Technology (3 credits)
This course is designed to offer teachers and administrators the opportunity to use and to implement the many forms of technology in delivering curriculum and instructional content to their students. Using the many models and technology tools, (i.e., hardware and software, graphics, hypermedia) allows classroom teachers the opportunity to frame their curriculum program for instant educational retrieval and to make the course content available for its immediate use.

EDU 599 — Technology, Data Analysis & School (3 credits)
This course is designed to prepare future school building and school district leaders with the knowledge of theory and research in school improvement and the analysis of school and district data for decision making. Techniques for examining data and decision making for student achievement will be reviewed. Current technology resources useful in the school improvement process or the district management process will be demonstrated. Collection and analysis of school data will be integrated into the current themes in the educational process. The action research process as it applies to school indicators of student success will also be addressed.

EDU 601 — Early Child Partnerships (3 credits)
This course examines the child's relationship to family, school, and community. Roles of the family, various service providers and their influence on children's development are explored. Effective collaboration among appropriate individuals and agencies will be addressed. Cultural values, attitudes, and diversity including abilities, disabilities, gender and society will be discussed.

EDU 602 — Health/Nutri/Safety Ec Ed (3 credits)
This course studies nutrition, health, safety and related activities to promote and maintain the well-being of all children. Within the framework of cultural and familial outlooks, guidelines, childhood illnesses, safe and healthy learning environments are explored. Knowledge of health, safety and nutritional needs, and safe learning environments are addressed.

EDU 603 — Creat/Activts Inc Ec Ed (3 credits)
Students will study the development of skills, techniques, and environments for young children through creative arts and movement. The active engagement of all children through adapted devices, adaptive environments, and adaptive technology will be explored. The use of play as a learning and socializing process will be emphasized. This course requires a field placement in an approved early childhood setting.

EDU 604 — Obs & Assess Young Child (3 credits)
The course focuses on assessment methods of early childhood. Observation methods that focus the development of emotional, social, physical, language and cognitive areas are emphasized. The utilization of assessment strategies will aid in the ability of course participants to develop curricula and support children's growth. Observation hours are required for this course.

EDU 606 — Thesis Direction (6 credits)
An exploration of general and specific directives relative to thesis direction; research, format, and composition; personal guidance provided by ones director through regular meetings.

EDU 607 — Thesis I (3 credits)
This individual study is directed toward students who are interested in conducting a major research project, and preparing and defending a thesis proposal. The approval of the department chair, the dean and the adviser is required.

EDU 608 — Thesis II (3 credits)
This individual study is designed for students who have completed EDU 607 successfully. Through EDU 608 students complete and defend the thesis. The approval of the department chair, the dean and the adviser is required.

EDU 610 — Incl Exploration Activ B-4 (3 credits)
This course focuses on facilitating and stimulating learning of infants to 4 year-olds. Candidates will understand planning and adapting developmentally appropriate environments and activities within an inclusive philosophy. Roles of families, school, and community personnel in planning within a collaborative approach are addressed. Transition plans are explored.

EDU 611 — Curriculum & Instruction in Inclusive (3 credits)
This course focuses on early childhood curriculum development and instruction in the areas of mathematics, science, English Language Arts, and social studies. Students will understand integrating strategies that support diversity and anti-bias perspectives, examine the critical role of play; establish a developmentally appropriate environment and curriculum that promote child development and learning.

EDU 615 — Intro to Educational Leadership (VAU) (3 credits)
This course focuses on assessment for all candidates enrolled in the administration and supervision program. It is one of the first courses taken. The theories learned will be applied through the use of individual assessment (i.e., analysis of video tapes, case studies, article critiques, role-playing and self-assessment critiques). Major concepts that will be analyzed include leadership, decision making/ problem solving and professional fitness. This course is designed not only to assess the candidates acquisition of administrative attributes and skills, but to understand the situational influences that may affect ones leadership style.

EDU 615TL — Educational Leadership for Teachers (3 credits)
This course studies the research and theories of educational leadership and their application in schools. Candidates will study and apply leadership theories and practice in the context of their schools. They will analyze leadership styles, and determine their own style and its impact in schools. The course will provide opportunities to examine and practice a variety of leadership roles. In addition this course will incorporate the program themes of reflective practice, communication, diversity and technology.

EDU 619 — Mediation and Conflict Resolution (3 credits)
This graduate course is designed to provide graduate students in the mental health counseling program and other graduate programs practical education and experience in professional mediation and conflict resolution. While this course has a generalist focus, topics such as family mediation, divorce mediation, victim-offender mediation, mediation between organizations, cultural groups, etc. will also be covered.

EDU 621 — Admin of Hum Res (3 credits)
A course designed for administrators, principals, supervisors, and those preparing for such positions. It is expected that the student will have competencies in the areas that deal extensively with major problems and issues confronting the profession such as recruitment, preparation, certification, salaries and salary schedules, collective bargaining, ethics, teacher selection, assignment and load, induction, leave provisions, inservice education, morale, legal rights, tenure, and retirement of staff.

EDU 628 — Policy and Practice in Education (3 credits)
This course examines the development, establishment, and monitoring of educational policies in New York state. In examining these policies, the political framework in which educational policy and practice occurs is addressed. Students will be expected to read and understand recent policy documents as approved by the State Education Department and Board of Regents. In addition, written assignments will include a research paper on a specific educational issue and the preparation of a grant to solve a particular educational issue or problem.

EDU 629 — Effecting Dynamic Change (VAU) (3 credits)
As leaders deal with the issue of effecting dynamic change, they will need to consider four strategies: 1) training and support for staff; 2) realigning formal roles and relationships; 3) establishing collaborative cultures; and 4) providing transition rituals. Addressing these strategies is the focus of the course.

EDU 631 — Leadership & the School District Leader (3 credits)
Superintendents function in a challenging environment. With school closings, instructional changes, state standards, safety concerns, budget gaps, personnel considerations, community expectations and other issues facing them each day, they are often caught in the center of a societal debate. This course will examine the various roles and responsibilities of the school superintendent. The necessary relationships with the board of education, various community groups, school staff, students and other constituencies will be discussed and analyzed, including the importance of those relationships during these times of educational changes.

EDU 632 — Leadership and the School Building (VAU) (3 credits)
In this course, leadership theory will be applied through the use of individual assessment instruments, i.e., analysis of video tapes, case studies, article critiques, role playing and self-assessment critiques. The importance of style of leadership and influences that effect style will be emphasized. Other major concepts will be analyzed utilizing the NU Leadership Matrix model. These concepts include the attributes and skills to facilitate the leadership process for managing a school building organization. The focus of this analysis is to help to assess the candidates acquisition of administrative attributes and skills in the context of school leadership.

EDU 632PA — Ldrshp & Sch Bldg Leader (3 credits)
In this course, leadership theory will be applied through the use of individual assessment instruments, i.e., analysis of video tapes, case studies, article critiques, role playing and self-assessment critiques. The importance of style of leadership and influences that effect style will be emphasized. Other major concepts will be analyzed utilizing the NU Leadership Matrix model. These concepts include the attributes and skills to facilitate the leadership process for managing a school building organization. The focus of this analysis is to help to assess the candidates acquisition of administrative attributes and skills in the context of school leadership.

EDU 633 — Public School Finance (3 credits)
The course is designed to provide the student with an understanding of the role of the local, state and federal government in the financing of public education. Various programs for state aid and equalization will be discussed. Students will receive instruction through class and field experiences in the following competencies: basic accounting procedures, auditing reports, and the budget, including budget calendar and the actual steps in building a budget.

EDU 634 — School Business Administration (3 credits)
The course is designed to assist students in an understanding of the operation, financing, and reporting procedures of the following business functions: insurance, cafeteria, transportation, investments, various school accounts, purchasing, inventory, and maintenance.

EDU 635 — School Law (3 credits)
This survey course is designed to examine federal, state (New York) laws affecting public and private schools. Included is an emphasis on professional norms and values, modeling ethical behavior, moral and legal consequences of decisions, and compliance with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult successes in educational settings.

EDU 636 — Empr Empl Neg/Edu (3 credits)
This course is designed to present techniques, methods and procedures applicable to the collective negotiations process between boards of education and district employees.

EDU 637 — Personnel Administration & (3 credits)
This is a course for administrators, principals, supervisors and those preparing for such positions. It is expected that the student will have competencies to deal extensively with major problems and issues confronting the profession such as recruitment, preparation, certification, salaries and salary schedules, collective bargaining, ethics, teacher selection, assignment and load, induction, legal provisions, inservice education, morale, legal rights, tenure and retirement of staff.

EDU 638 — Community Interrelationships (VAU) (3 credits)
The course will consider social structures operating within a community. Principles and techniques of working with school personnel, organizations and members of the community will be the focus of the course with a view to promoting better public relations.

EDU 639 — Seminar/Issues in Educational Leadership (VAU) (3 credits)
This course provides a seminar study for candidates seeking certification as school building or school district leader in New York state. The seminar will focus on a single concept in leadership which is current in the field and not addressed in depth in other educational leadership courses. The topic of the seminar will be determined by the educational leadership department.

EDU 644 — Instructional Supervision (VAU) (3 credits)
This offering orients the individual to the functions and major principles of instructional supervision. Attention is devoted to the critical examination of current research and publications about effective supervisory behavior. Models for clinical supervision are introduced and emphasized within the framework of improving teaching performance and its impact on student achievement. Appropriate strategies for developing and implementing supervisory programs are stressed.

EDU 644PA — Instructional Supervision (3 credits)
This offering orients the individual to the functions and major principles of instructional supervision. Attention is devoted to the critical examination of current research and publications about effective supervisory behavior. Models for clinical supervision are introduced and emphasized within the framework of improving teaching performance and its impact on student achievement. Appropriate strategies for developing and implementing supervisory programs are stressed.

EDU 645 — Curriculum Planning: Design, (VAU) (3 credits)
This course is designed to give the participants a background in the plan, design, implementation, and evaluation of various curriculum and educational programs.

EDU 647 — Instructional Supervision & Curriculum (3 credits)
This course is designed to survey the major functions and principles of instructional supervision and curriculum design. A review of current research, theory and literature in both areas will be addressed. Specific models of supervision will be reviewed in the context of district programs and planning. In addition, the course will provide a review of processes applicable to the planning, design, implementation and evaluation of curriculum and educational programs.

EDU 649 — Capstone for the School Building Leader (VAU) (3 credits)
Prerequisite Take EDU 632

The capstone course is an interdisciplinary approach to concepts of leadership as they relate to the school administrator. The course includes a comprehensive survey of studies and readings relative to models, styles, behaviors and problems in educational leadership. The course includes the study of motivation, job satisfaction, decision making, ethical professional behavior and the role of an educational leader as change agent and innovator in a changing society. A major focus of the course is the development of a school reform plan for a building.

EDU 650 — Capstone for the School District Leader (VAU) (3 credits)
This course assesses acquired administrative skills and is one of the last to be completed in the certification program for the school district leader. The assessment component will incorporate authentic performance approaches, including written analysis, work-sample products, focused responses, oral responses, simulations and a portfolio. As a requirement for the portfolio, the student will be expected to assemble evidence of various specified experiences and expectations from previous courses. A major focus of the course is to develop a plan of action for a school district reform. The role of the urban superintendent will be emphasized throughout this process.

EDU 651 — Introduction to Counseling (3 credits)
This course explores the basic counseling process, including developing active listening skills, building rapport and facilitating client awareness. The course will also examine the settings in which a professional counselor can practice, such as schools, community and mental health agencies, career counseling centers, rehabilitation programs, and addiction programs. Professional roles, ethical standards and professional credentialing will be introduced in this course.

EDU 652 — Multicultural Counseling (3 credits)
As an introduction to the issues which arise in counseling multicultural and diverse populations, this course will focus upon understanding the differences and similarities in values, goals and challenges of individuals from diverse backgrounds. Personal exploration into attitudes and behaviors toward others from different backgrounds will be emphasized.

EDU 653 — Found & Ethics of Sch Counslng (3 credits)
This course introduces students to the foundations, ethics, roles, and functions of contemporary school counseling. Emphasis is placed on the development of professional identity, ethical and responsive practice, and the school counselor's role within comprehensive, data-informed school counseling programs. Students will examine the historical and evolving role of the school counselor; the expectations of school partners; and the use of school data to identify student needs and inform program planning. Through applied assignments, students will develop foundational skills in individual counseling, classroom lesson design and delivery, classroom management, MTSS-aligned interventions, and educational partner collaboration.

EDU 654 — Counseling Theory and Practice (3 credits)
This course will examine the various theoretical perspectives and techniques in the field of counseling. Through application of various counseling theories to the analysis of case studies and personal growth challenges, the student will begin to develop a personal style of counseling.

EDU 655 — Lifespan Development and Behavior (3 credits)
This course examines the theories of development from psychology, biology, sociology and cultural anthropology. Emphasis is placed on understanding how normal and abnormal behavior develops. Through learning about the developmental milestones and crises in the human experience, the counselor will develop skills to plan effective intervention strategies.

EDU 657 — Assessment in Counseling (3 credits)
Fundamentals of educational/psychological tests. This course also examines foundational principles of standardized testing and assessment.

EDU 658 — Adv. Counseling Techniques (3 credits)
This course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses. Focus will be on developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing the client(s).

EDU 659 — Mental Health and Wellness (3 credits)
This course is an individualized growth experience in which the candidate will utilize and examine the personal impact of various strategies from wellness counseling and positive psychology.

EDU 662 — Org & Admin of School Couns Program (3 credits)
This course focuses on the organization, administration, implementation, and assessment of comprehensive school counseling programs. Students will examine the ASCA National Model, New York State school counseling regulations, and current research to understand how school counselors design, deliver, manage, and evaluate programs that promote student achievement, equity, access, and development. Emphasis is placed on data-informed decision-making, advisory council development, achievement gap planning, social-emotional learning, leadership, professional advocacy, and the use of ASCA Student Standards to guide developmentally appropriate interventions. Through applied assignments, students will analyze school-level data, identify student needs, develop program goals, design student standards delivery plans and lesson plans, and consider how school counselors collaborate with educational partners to support systemic change and accountable, student-centered practice.

EDU 663 — Interpersonal Communications (3 credits)
This course is designed to give professionals knowledge and behavior skills which are applicable to face-to-face communication; ones own unique style of communicating; group and organizational factors which affect communications; and continued improvement of ones own communication skills.

EDU 664 — Career Counseling and Planning (3 credits)
This course critically examines the factors involved in career development including intellectual ability, aptitudes, personality, interests, and environmental influences. The value of theories of career development and what theories can be used to understand career development are also stressed.

EDU 666 — Psychopathology & DSM Diag. (3 credits)
Understanding the Diagnostic Statistical Manual of Mental Disorders IV will be the focus of this course. Some prior knowledge of the etiology of behavioral disorders and the impact of these disorders upon society is assumed. Developing differential diagnostic skills through the analysis of case studies will be emphasized.

EDU 668 — Couples & Family Counseling (3 credits)
The theoretical perspectives guiding counselors will be examined. Exploration of personal family dynamics through the use of different theories will facilitate the students awareness of various family system models. Beginning skills in family intervention will be developed through role-playing, small interaction groups and case studies.

EDU 669 — Group Counseling (3 credits)
Prerequisite Take EDU 651, EDU 654, and EDU 658

The theoretical perspectives guiding counselors will be examined. Exploration of personal family dynamics through the use of different theories will facilitate the student's awareness of various family system models. Beginning skills in family intervention will be developed through role-playing, small interaction groups and case studies.

EDU 670 — Differential Diagnosis and Treatment (3 credits)
Students will develop advanced skills in diagnosis through integrating material for the intake, initial interview, social histories, and psychiatric/psychological reports. In addition, they will develop the crucial skills in client care/management including creating and implementing appropriate treatment programs, writing reports, keeping records and consulting with all professionals in the total managed care system.

EDU 671 — Psychopharmacology (3 credits)
This course is an overview of the field of pharmacology. Physiological effects, psychological effects, withdrawal characteristics, drug interactions and treatment applications are the focus of the course.

EDU 672 — Substance Abuse & Addictions Counseling (3 credits)
Examination of the psychological, sociological, and biological reasons for addictions will lead to understanding the models for treating addictions. One focus of the course is on recognizing physical, behavioral, emotional, social and spiritual symptoms of chemical dependence and other addictions. Another focus is on learning the counseling and treatment methods commonly used in treating the chemically dependent and addicted.

EDU 673 — Found/Ethic Mental Health Coun (3 credits)
This course is designed to provide graduate counseling students with an introduction to mental health practice in preparation for practicum (EDU 679) and internships (EDU 685, EDU 686, and EDU 678). This course addresses ethical, legal and professional issues in counseling and adheres to the Code of Ethics of the American Counseling Association (ACA) and those of the American Mental Health Counselors Association (AMHCA). Canadian students may wish to consult the Canadian Counseling Association (CCA). Students are also expected to gain relevant skills, especially in the realm of consultation with other mental health professionals.

EDU 674 — Consultation in Counseling (3 credits)
By examining the models of consultation as they apply to the counselor, the student will develop an awareness of the issues in the process of consultation. Through role-playing, analysis of case studies and personal exploration, the student will begin to develop effective consultation skills.

EDU 676 — School Counseling Practicum (3 credits)
This course provides students with a supervised practicum experience designed to support the development of foundational counseling skills, ethical decision-making, professional identity, and culturally responsive practice in pK-12 school settings. Students complete 100 hours of supervised field experience, including 40 direct and 60 indirect service activities aligned with the roles and responsibilities of professional school counselors. Through school-based practice, peer supervision, case presentations, reflective assignments, and applied training opportunities, students engage in individual and small-group counseling, classroom instruction, consultation, collaboration, referrals, appraisal and advisement, leadership, advocacy, and other site-based school counseling activities. Emphasis is placed on integrating counseling theory and technique with real-world practice, applying ethical and legal standards, understanding mandated reporting responsibilities, and developing suicide risk assessment knowledge in a school counseling context. The course also fosters students' capacity to give and receive supervision-based feedback, examine their emerging educator-counselor identity, and promote K-12 student support within comprehensive school counseling programs.

EDU 677 — School Counseling Internship (3 credits)
The counseling practicum is a school-based experience in counseling. The major emphasis is on the counseling situation in an individual or group setting. The student will be supervised both by a certified counselor and by the university instructor. Feedback will be provided on techniques, application of theory and counseling styles. On-campus seminars and individual supervision will be held to share experiences and for further supervision by the university instructor.

EDU 678 — Advanced School Counseling Internship (3 credits)
This advanced internship course provides students with a supervised field-based experience designed to strengthen professional competence, leadership, advocacy, and data-informed practice in K-12 school settings. Students are expected to perform the roles and responsibilities of professional school counselors, including individual and small-group counseling, classroom instruction, appraisal and advisement, consultation, collaboration, referrals, advocacy, and program planning. Through site-based practice, university supervision, peer case presentations, professional reflection, and applied assignments, students further develop their ability to integrate counseling theory, ethical practice, educator-counselor identity, and culturally responsive approaches into their work with students and educational partners. Emphasis is placed on demonstrating measurable impact through the design, implementation, and evaluation of classroom or small-group counseling interventions; using ASCA-aligned tools and data reports; communicating results; and engaging in advocacy initiatives that promote awareness of the school counselor's role. The course supports students' transition toward independent professional practice by fostering reflective judgment, supervision-based feedback, leadership, collaboration, and equitable student support within comprehensive school counseling programs.

EDU 679 — Mental Health Practicum (3 credits)
This course is designed to provide students with an introduction to mental health practice in preparation for the subsequent counseling internships (EDU 685, 686, 687). Students will be placed in a counseling setting for 100 clock hours, and will have weekly individual supervision as well as biweekly seminars/group supervision.

EDU 680 — Grief & Loss Counseling (3 credits)
This course examines grief counseling for death and non-death losses, integrating evidence-based models with a contextual approach. Students explore the meaning and impact of grief and apply intervention strategies to diverse clients through learning modules featuring readings, lectures, discussions, applied case-study assignments and presonal reflections.

EDU 681 — Topic: (1-3 credits)
Individual study consists of individual readings, study and work on a research project, field study, or an educational problem related to the students area of concentration and/or a course within that concentration. It may also be related to ones major teaching, administrative and counseling field. The approval of the departmental chairperson, the dean, and the adviser is required.

EDU 681PA — Topic: (3 credits)
Individual study consists of individual readings, study and work on a research project, field study, or an educational problem related to the student's area of concentration and/or a course within that concentration. It may also be related to one's major teaching, administrative and counseling field. The approval of the departmental chairperson, the dean, and the adviser is required.

EDU 682 — Independent Study II (3.00 credits)
Individual study consists of individual readings, study and work on a research project, field study, or an educational problem related to the students area of concentration and/or a course within that concentration. It may also be related to ones major teaching, administrative and counseling field. The approval of the departmental chairperson, the dean, and the adviser is required.

EDU 683 — Independent Study III (3.00 credits)
Individual study consists of individual readings, study and work on a research project, field study, or an educational problem related to the students area of concentration and/or a course within that concentration. It may also be related to ones major teaching, administrative and counseling field. The approval of the departmental chairperson, the dean, and the adviser is required.

EDU 684 — Research in Educational Leadership (VAU) (3 credits)
Prerequisite Take EDU 595

Each candidates prior acquired knowledge from program courses and applied field experiences in the educational research program will provide the base for research study, application and writing for this course. Candidates will work with a graduate professor on an individual basis. Candidates will study advanced research concepts, processes and approaches including the concomitant statistical techniques and procedures necessary to bring an investigation to a successful completion and subsequent publication.

EDU 685 — Mental Health Internship I (3 credits)
Students will be placed in mental health settings consistent with their personal goals for growth in the field of mental health. Each internship experience will be uniquely designed to meet the needs of each individual student. Basic commonalties across internships include 300 clock hours on site for each internship (total 900 clock hours); 80 hours of direct service with clients for each internship (total 240); a minimum of one hour per week of individual supervision throughout all internships and biweekly seminars/group supervision of three hours in length throughout the internships.

EDU 686 — Mental Health Internship II (3 credits)
Students will be placed in mental health settings consistent with their personal goals for growth in the field of mental health. Each internship experience will be uniquely designed to meet the needs of each individual student. Basic commonalties across internships include 300 clock hours on site for each internship (total 900 clock hours); 80 hours of direct service with clients for each internship (total 240); a minimum of one hour per week of individual supervision throughout all internships and biweekly seminars/group supervision of three hours in length throughout the internships.

EDU 687 — Mental Health Internship III (3 credits)
Students will be placed in mental health settings consistent with their personal goals for growth in the field of mental health. Each internship experience will be uniquely designed to meet the needs of each individual student. Basic commonalties across internships include 300 clock hours on site for each internship (total 900 clock hours); 80 hours of direct service with clients for each internship (total 240); a minimum of one hour per week of individual supervision throughout all internships and biweekly seminars/group supervision of three hours in length throughout the internships.

EDU 691 — Administrative Internship School (3 credits)
This course provides the internship experience requirement for the advanced study educational leadership program for school building leader. Candidates will complete 600 internship hours. Approximately half of the hours are embedded in course activities completed throughout the program. EDU 691 is the culminating, intensive internship for the school building leader certification. The internship experiences are aligned with the program standards from Educational Leadership Constituent Council.

EDU 692 — Administrative Internship School (3 credits)
This course provides the internship experience requirement for the advanced study educational leadership program for school district leader. Candidates will complete 600 internship hours. Approximately half of the hours are embedded in course activities completed throughout the program. EDU 692 is the culminating, intensive internship for the school building leader certification. The course includes seminar sessions throughout the internship. The internship experiences are aligned with the program standards from Educational Leadership Constituent Council.

EDU 693 — Administrative Internship School (3 credits)
This course provides the internship experience requirement for the educational leadership masters program for school building leader and school district leader. Candidates will complete 600 internship hours. In addition to hours embedded in courses completed throughout the program, a culminating, intensive internship for the school building leader and school district leader certification is required. The course includes seminar sessions throughout the internship. The internship experiences are aligned with the program standards from Educational Leadership Constituent Council.

EDU 694 — Administrative Internship Part I (VAU) (3 credits)
This course provides the internship experience requirement for the masters program in Ontario. Candidates will complete 300 internship hours. The course includes seminar sessions throughout the internship. The internship experiences are aligned with the program standards from Educational Leadership Constituent Council.

EDU 697 — Indiv Clinical Prac Advisement (1 credits)
This course provides an extension of the supervised internship experience associated with EDU 821, 823, 825 and 827. Candidates will receive additional supervision and guidance from the Supervisor of Educational Leadership.

EDU 700 — Educational and Assistive Technology (3 credits)
This course provides an overview of ways technology can be used to facilitate the education of learners with disabilities. It also offers advance study of various technological devices that assist individuals with disabilities in performing functional tasks and achieving independence. The course emphasizes the integration of assistive technology into the home, community, school, and workplace. The course also provides opportunities in the use of software such as word processing, database management, graphics, and electronic spreadsheet to enhance the personal productivity of special educators.

EDU 701 — Dev Disabilities: An Overview (3 credits)
This introductory course focuses on an overall introduction to individuals with developmental disabilities (life-long and manifesting themselves prior to age 22). Within a broad scope, topics cover historical factors and attitudes, specific developmental disabilities, causes, legislation, specialized services and supports, education, vocational training and life-span planning. 25 hours of field work are an additional requirement in this course.

EDU 703 — Supported Employment (3 credits)

EDU 720 — Current Issues in Special Education (3 credits)
The course examines divergent perspectives on critical issues or questions in the field of special education. The course is designed to enhance reflective thought on current topics in special education including, but not limited to: inclusion, collaborative and consulting teacher models, technology, legal aspects of special education including revisions to the IDEA Act, the IEP, dual diagnosis, transition services, and noncategorical approaches to teaching.

EDU 721 — Fam Life Ind Liv Ind W/Disab (3 credits)
This course addresses the challenges transition to adult life pose for individuals with mild to moderate disabilities. The goal of independent living will be explored through the integration and collaboration of various resources including the individual, the family, the school, support systems and the community. Advocacy and self-determination will a focus of this course.

EDU 722 — Secondary Transition in Sp Ed (3 credits)
This course provides in-depth understanding of the concepts related to the transition of young adults with exceptional learning needs, specifically, young adults with developmental disabilities. Issues, challenges, and practices involved in assisting them transition to a variety of options and participate to the fullest degree in society will be examined.

EDU 730 — Curr & Inst Loc/Global Ct (3 credits)

EDU 735 — Intrl Teach & Learn Pract (3 credits)
*Prerequisite Take EDU*530, EDU*536, EDU*539, EDU*571, EDU*580, EDU*505,*

EDU 736 — Seminar Intl Teach & Lrn (3 credits)
*Prerequisite Take EDU*735 concurrently*

EDU 740 — Math, Sci, and Tech Practicum (3 credits)
This course is designed to assist novice teachers as they develop skills in teaching math, science and technology. Teachers will work with a mentor in their home district who is certified in their subject area, and will demonstrate their development in the National Board of Professional Teacher Standards for their initial certification area. This course will be coordinated by an education faculty member. Portfolios will be developed evidencing the candidate's professional achievement in the initial certification area, including subject area content, learning standards and curriculum, instructional resources for specific content areas (including math, science, and instructional technology), and assessments that are discipline-specific, with the professional goal of helping all students learn. Teachers enrolling in this course must have a current teaching position within a school district participating in the Improving Math, Science, and Technology Instruction Program.

EDU 741 — Content, Theory and Practice - Mentoring (3 credits)
*Prerequisite Take EDU*528 EDU*530 EDU*595 EDU*645*

This course is designed to assist novice teachers as they develop within their profession. Teachers enrolling in this course must have a current teaching position within a school district participating in the Foundations of Teaching Program Partnership, and must be simultaneously registered for EDU 743-744. As part of the course, novice teachers will work with a mentor teacher in their home district who is certified in their subject area, and will demonstrate their development in the National Board of Professional Teacher Standards for their initial certification area (elementary or secondary subject areas). Portfolios will be developed evidencing the candidates professional achievement in the initial certification area, including subject area content, learning standards and curriculum, instructional resources for specific content areas (including instructional technology), and assessments that are discipline-specific, with the professional goal of helping all students learn.

EDU 742 — Content, Theory and Practice - Mentoring (3 credits)
*Prerequisite Must have taken EDU*528, EDU*595, EDU*530, EDU*645 and*

This course is designed to assist novice teachers as they develop within their profession. Teachers enrolling in this course must have a current teaching position within a school district participating in the Foundations of Teaching Program Partnership, and must be simultaneously registered for EDU 743-744. As part of the course, novice teachers will work with a mentor teacher in their home district who is certified in their subject area, and will demonstrate their development in the National Board of Professional Teacher Standards for their initial certification area (elementary or secondary subject areas). Portfolios will be developed evidencing the candidates professional achievement in the initial certification area, including subject area content, learning standards and curriculum, instructional resources for specific content areas (including instructional technology), and assessments that are discipline-specific, with the professional goal of helping all students learn.

EDU 743 — Content, Theory and Practice - Seminar I (3 credits)
*Prerequisite Take EDU*528 EDU*530 EDU*595 EDU*645*

This course is designed to assist novice teachers develop within their profession. Teachers enrolled in this course must have a current teaching position within a school district participating in the Foundations of Teaching Program Partnership and must be simultaneously registered for EDU 741-742. An education faculty member and arts and sciences faculty members will teach the course jointly. Participants will reflect and evaluate their effectiveness in teaching the New York State Learning Standards, with a focus on linking content and pedagogy for all learners.

EDU 744 — Content, Theory and Practice-Seminar II (3 credits)
*Prerequisite Must have taken EDU*528, EDU*530, EDU*595, EDU*645 and*

This course is designed to assist novice teachers develop within their profession. Teachers enrolled in this course must have a current teaching position within a school district participating in the Foundations of Teaching Program Partnership and must be simultaneously registered for EDU 741-742. An education faculty member and arts and sciences faculty members will teach the course jointly. Participants will reflect and evaluate their effectiveness in teaching the New York State Learning Standards, with a focus on linking content and pedagogy for all learners.

EDU 745 — Behavioral Analysis/Ex Ed (3 credits)
This course is designed to provide candidates with the various theories, principles and practical applications of behavioral strategies as they relate to the diverse nature of students that represent schools today. Specific techniques drawn from various theories and principles will provide a framework for exploration, discussion and analysis. Candidates will be required to observe and analyze both student and teacher behaviors within the classroom. Based upon the observation, classroom and/or individual behavior management plans will be developed.

EDU 746 — Individuals with Moderate/Severe (3 credits)
*Prerequisite Must have taken EDU*539 and EDU*528;*

This course is designed to focus on a cross-categorical model for providing services to individuals with a variety of disabilities, behavioral disorders and physical impairments. Curricula and instructional methodologies relevant to support students with diverse needs in the least restrictive environment are covered. Through field work and projects, the needs of individuals with moderate/severe disabilities and their families will be explored.

EDU 747 — Consultation and Collaboration (3 credits)
This course is designed to provide candidates with advanced knowledge and application of consultation as a service delivery model for students with diverse needs and the application of collaboration as a framework for working in inclusive settings. The course focuses on pedagogical theories, skills for consultation and collaboration through field work and best practices for working as an effective educational consultant and collaborator.

EDU 748 — Organizational Behavior Management (3 credits)
This course will prepare students for future leadership roles within beahvior-analytic agencies and organizations. Students will learn to use a systems-level approach to change behavior, as well as examine principles, strategies, and best practices related to performance management in workplace settings.

EDU 750 — Phil Found of Applied Behavior Analysis (3 credits)
This course focuses on conceptual and philosophical foundations of applied behavior analysis. Candidates will study scientific assumptions and key historical factors and events underpinning the development and practice of applied behavior analysis. Connections between behavior analysis and behaviorism will be explored with particular attention to understanding human phenomena and experiences.

EDU 751 — Instr Ind W/Dev & Sig Disab (3 credits)
This course prepares future teachers in the development, implementation, and evaluation of effective instructional practices for individuals with high support needs. Assessment measures, systematic instruction, evaluation of student learning, functional life skills including culturally competent education, support to families and individuals, and other life domains will be addressed.

EDU 752 — Designing & Implementing Behavior Change (3 credits)
This course addresses conceptual, theoretical, and methodological foundations underlying behavior change from a behavior-analytic perspective. Strategies, procedures, and techniques driving behavior change will be presented and analyzed, particularly as it pertains to assessing target behaviors, learning and strengthening desirable behaviors, and reducing and eliminating problem behaviors. Upon completion of this course, candidates will be capable of developing behavior change programs and systems, including considerations about their implementation and management on an individual and systems level.

EDU 753 — Concepts/Principles ABA (3 credits)
This course provides an introduction to basic concepts and principles in applied behavior analysis, key historical events and philosophical assumptions in the field, as well as basic elements pertaining to the observation and measurement of behavior.

EDU 754 — Ethics/Prof Conduct ABA (3 credits)
This course provides a comprehensive review of current ethical and professional standards in the practice of applied behavior analysis. Candidates will become acquainted with key issues related to professional conduct and representation of professional ability, scope of practice, use of evidence-based assessment and intervention practices, confidentiality, and protection of clients

EDU 755 — Functional Behavior Anal (3 credits)
This course provides comprehensive instruction in functional behavioral assessment and analysis. Candidates will learn to define target behaviors, as well as design and implement behavior assessments and functional analysis procedures. This course will address how behavioral data informs intervention strategies, and the evaluation and management of behavior change programs

EDU 756 — Adv. Princpls of Applied Behav Analysis (3 credits)
This course provides an advanced survey of elements of behavior change, underlying principles and concepts, techniques, and behavior change systems. Candidates will also receive instruction on principles related to the implementation and management of behavior change programs

EDU 757 — Rsrch Methods & Applied Behavioral Anal (3 credits)
This course serves as an introduction to behavior analytic research, with particular emphasis on single-subject research designs and methodologies to determine the impact of individual or small group behavior change efforts. Critical analysis of experimental designs and extant behavior analytic research will be emphasized

EDU 758 — Supervised Field Experience in ABA (1 credits)

EDU 759 — Maintenance of Client Records (2 credits)

EDU 760 — Methods Sec Soc Sci General (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.01 — Methods Secondary Teaching (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.02 — Methods Secondary Visual Art (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.03 — Methods Secondary Drama (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.04 — Methods Secondary English (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.05 — Methods Secondary FSL (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.06 — Methods Secondary Spanish (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.07 — Methods Secondary Italian (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.08 — Methods Secondary Math (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.09 — Methods Secondary Computer Studies (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.10 — Methods Secondary General Science (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.11 — Methods Secondary Biology (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.12 — Methods Secondary Chemistry (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.13 — Methods Secondary Physics (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.14 — Methods Secondary Environmental Science (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.15 — Methods Secondary History (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.16 — Methods Secondary Geography (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.17 — Methods Secondary Economics (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.18 — Methods Secondary Politics (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.19 — Methods Secondary Religious Ed (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.20 — Methods Secondary Law (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.21 — Methods Secondary Business Accounting (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.22 — Methods Secondary Bus Entrepreneurship (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.23 — Methods Secondary Business General (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.24 — Methods Secondary Business ICT (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.25 — Methods Social Science (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760.26 — Meth-Secondary Philosophy (12d Prac) (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760G — Sec Mth Math 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760H — Sec Mth Com Stu 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760I — Sec Mth Gen Sci 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760J — Sec Mth Biology 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760K — Sec Mth Chemist 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760L — Sec Mth Physics 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760M — Sec Mth Env Sci 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760N — Sec Mth History 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760O — Sec Mth Geograp 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760P — Sec Mth Economi 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760Q — Sec Mth Politic 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760R — Sec Mth RelEd Cat Sc 10 DayPr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760S — Sec Mth Law 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760T — Sec Mth Bs Acc 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760U — Sec Mth Bs Entr 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760US — Sec Mth Tch 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760V — Sec Mth Bs Gen 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 760W — Sec Mth Bs Ict 10 Day Pr (3 credits)
This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

EDU 761 — Special Methods of Teaching in the (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 761.01 — Methods of Teaching English (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 762 — Special Methods of Teaching in the (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 762.01 — Methods of Teaching Foreign Language (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 762.03 — Methods of Teaching Spanish (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 762.04 — Methods of Teaching Italian (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 762.05 — Methods of Teaching French (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 762.51 — Methods of Teaching FSL (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 763 — Special Methods of Teaching in the (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 763.01 — Special Methods of Teaching Mathematics (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 763.02 — Methods of Teaching Computer Studies (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 764 — Special Methods of Teaching in the (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 764.01 — Methods General Science (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 764.02 — Methods Biology (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 764.03 — Methods Chemistry (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 764.04 — Methods Physics (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 764.05 — Methods Environmental Science (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 765 — Special Methods of Teaching in the (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 765.01 — Methods Social Studies (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 765.02 — Methods History (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 765.03 — Methods Geography (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 765.04 — Methods Economics (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 765.05 — Methods Politics (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 765.06 — Methods Reigious Ed Catholic Schools (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 765.07 — Methods Law (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 765.08 — Methods Social Science (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 765.09 — Methods Philosophy (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 766 — Special Methods of Teaching in the (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 766.01 — Methods Business (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 766.02 — Methods Business Accounting (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 766.03 — Methods Business Entrepreneurship (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 766.04 — Methods Business ICT (3 credits)
This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

EDU 767 — Elementary Method Soc/Art (10 Day Pr) (3 credits)
*Prerequisite Must have taken EDU*523, EDU*536 and EDU*571*

This course is designed to provide the prospective teachers with knowledge and skills for curriculum development and planning, classroom management, and student assessment. The participants will develop lesson plans aligned with the New York State Standards, Common Core and Ontario Curriculum Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. This course will provide students with an overview of the fields of social studies and the arts, of selected issues in these fields, and of best practice strategies for teaching social studies to young children. A 75 hour practicum is an integral part of this course.

EDU 768 — Meth of Teaching Students With Disabilit (3 credits)
This course is designed to guide candidates through the exploration of current special education methods and models, practices and strategies. Participants will become familiar with curricular design and instruction in special education including pedagogy, instruction, and assessment in the content areas (mathematics, social studies, science), classroom settings, differentiating instruction, explicit instruction, individualized education programs, accommodations, modifications, adaptations and assistive technologies. Awareness of culturally responsive pedagogy, collaboration and working with families and other service providers is emphasized. Candidates in this course must complete field work in special education settings.

EDU 769 — Methods Drama (3 credits)

EDU 769.01 — Methods Theatre (3 credits)

EDU 770 — Methods of Teaching Adolescents With (3 credits)
The course provides practicing teachers with the opportunity to modify the secondary curriculum to meet the needs of students with physical, cognitive and emotional/behavioral challenges as outlined in the New York State Learning Standards. Focus will be on the development of the Individualized Education Plan (IEP) and its implementation. Teachers will create appropriate modifications and transition plans through the use of a variety of teaching strategies including technology and cooperative learning. Teachers in this course must complete field work in a secondary special education setting.

EDU 771 — Methods English (3 credits)

EDU 777 — Consultation and Intervention (3 credits)
This course provides students with comprehensive instruction in contemporary, best-practice approaches in instructional consultation and the development of individual, group, and systems-level intervention programs within and exclusive of a Response to Intervention framework. Particular emphasis is placed on the importance of collaborative problem solving and data-based decision making in the conceptualization, implementation, and evaluation of student intervention across academic and behavioral domains.

EDU 778 — Nature Autism: Theory & Practice (3 credits)
This course investigates the current state of autism spectrum disorders. Topics under study include history of autism spectrum disorders, theoretical perspectives, characteristics, identification and assessment, associated learning styles, various strengths and challenges, and various evidence-based strategies. Resources for educators, agency workers, other professionals, and families will also be addressed.

EDU 781 — Student Teaching in the Secondary (6 credits)
Taken concurrently with EDU 790 This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students in the secondary education classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York Learning Standards and Ontario Expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

EDU 782 — Student Teaching in the Secondary (6 credits)
Taken concurrently with EDU 790 This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students in the secondary education classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York Learning Standards and Ontario Expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

EDU 783 — Student Teaching in the Secondary (6 credits)
Taken concurrently with EDU 790 This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students in the secondary education classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York Learning Standards and Ontario Expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

EDU 784 — Student Teaching in the Secondary (6 credits)
Taken concurrently with EDU 790 This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students in the secondary education classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York Learning Standards and Ontario Expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

EDU 785 — Student Teaching in the Secondary (6 credits)
Taken concurrently with EDU 790 This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students in the secondary education classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York Learning Standards and Ontario Expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

EDU 786 — Student Teaching in the Secondary (6 credits)
Taken concurrently with EDU 790 This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students in the secondary education classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York Learning Standards and Ontario Expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

EDU 787 — Student Teaching in the Elementary (6 credits)
Taken concurrently with EDU 791 This field experience is designed to enable teacher candidates to develop competence in teaching elementary school age students in the elementary classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York Learning Standards and Ontario expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

EDU 788 — Literacy & ELL Practicum (3 credits)
This practicum provides supervised experience for candidates in teaching Literacy and English as a New Language (ENL) in grades K - 12. Candidates will complete 50 hours in a Literacy setting and 50 hours in an ENL setting, balancing hours across grade K-6 and grade 7-12 settings.

EDU 789 — Student Teaching Theatre (6 credits)
Prerequisite Take EDU 523, EDU 536 and EDU 760

This field experience is designed to enable teacher candidates to develop competence in teaching P-12 students in the discipline of theatre. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York Learning Standards and Ontario Expectations in Theatre. Teacher candidates will develop their final portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced Cooperating/Associate Teacher and the University Field Supervisor. Candidates will complete two 7 week student teaching experiences one in grades P-6 and the other in grades 7-12.

EDU 790 — Professional Seminar in Secondary (3 credits)
Taken concurrently with EDU 781-786 This course is designed to provide the teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching. The seminar focuses upon the student teachers professional role as a classroom practitioner. In addition, responsibilities for classroom organization and management and the development of multiculturally sensitive and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

EDU 790PA — Seminar in Education (3 credits)
Taken concurrently with EDU 781-786, this course is designed to provide the teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching. The seminar focuses upon the student teacher's professional role as a classroom practitioner. In addition, responsibilities for classroom organization and management and the development of multiculturally sensitive and gender equitable classrooms; attitudes toward teaching, learning and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

EDU 791 — Professional Seminar in Elementary (3 credits)
Taken concurrently with EDU 787 This course is designed to provide the teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching. The seminar focuses upon the student teachers professional role as a classroom practitioner. In addition, responsibilities for classroom organization and management and the development of multiculturally sensitive and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

EDU 792 — ESOL Teaching Practicum (3 credits)
*Prerequisite EDU*578*

This practicum is designed to allow teacher candidates the opportunity to develop competence in teaching English to speakers of other languages in grades K-12. Standards-based practices and strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources will be discussed. This practicum provides a supervised professional experience for candidates. Candidates are placed in an ESOL classroom or resource room at a grade level appropriate to their circumstances: candidates will be placed in a grade K-6 (elementary) setting and in a grade 7-12 (secondary) setting for a balanced total of 100 clock hours. Teacher candidates are expected to demonstrate attitudes, knowledge, and skills essential to effective teaching consistent with New York State Learning Standards. Teacher candidates will develop their final professional portfolio thorough the semester in conjunction with the professional seminar. Candidates are supervised by an experienced mentor and the university supervisor.

EDU 792.01 — ESOL Teaching Practicum (3 credits)
This practicum is designed to allow teacher candidates the opportunity to develop competence in teaching English to speakers of other languages in grades K-12. Standards-based practices and strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources will be discussed. This practicum provides a supervised professional experience for candidates. Candidates are placed in an ESOL classroom or resource room at a grade level appropriate to their circumstances: candidates will be placed in a grade K-6 (elementary) setting and in a grade 7-12 (secondary) setting for a balanced total of 100 clock hours. Teacher candidates are expected to demonstrate attitudes, knowledge, and skills essential to effective teaching consistent with New York State Learning Standards. Teacher candidates will develop their final professional portfolio thorough the semester in conjunction with the professional seminar. Candidates are supervised by an experienced mentor and the university supervisor.

EDU 792.02 — ESOL Teaching Practicum/Initial (3 credits)
*Prerequisite EDU*578*

This practicum is designed to allow teacher candidates the opportunity to develop competence in teaching English to speakers of other languages in grades K-12. Standards-based practices and strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources will be discussed. This practicum provides a supervised professional experience for candidates. Candidates are placed in an ESOL classroom or resource room at a grade level appropriate to their circumstances: candidates will be placed in a grade K-6 (elementary) setting and in a grade 7-12 (secondary) setting for a balanced total of 100 clock hours. Teacher candidates are expected to demonstrate attitudes, knowledge, and skills essential to effective teaching consistent with New York State Learning Standards. Teacher candidates will develop their final professional portfolio thorough the semester in conjunction with the professional seminar. Candidates are supervised by an experienced mentor and the university supervisor.

EDU 793 — Professional Sem TESOL (3 credits)
This course is designed to provide teacher candidates with knowledge and understanding of those competencies that are essential to successful teaching. The seminar focuses upon the teacher candidate's professional role as a classroom practitioner in an ESOL classroom. In addition, responsibilities for classroom organization and management and the use of technology in the classroom are addressed. Further, creation of multiculturally sensitive and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

EDU 794 — Seminar in Special Education (3 credits)
*Prerequisite Take EDU*795 and EDU*799 concurrently*

This seminar is designed to enable practicing teachers to analyze and evaluate the teaching of students with special needs. Practicing teachers will reflect on their teaching practices as they perform the activities of a special education teacher in inclusion situations. Practicing teachers are expected to demonstrate attitudes, knowledge and skills commensurate with effective, reflective teaching in multiculturally sensitive and gender equitable classrooms.

EDU 795.01 — Practicum in Special Education (3 credits)
Prerequisite Take EDU 794 and EDU 795 concurrently in the last semester

Taken concurrently with EDU 794 This course is designed to enable the practicing teacher to develop competence in teaching students with special needs. Practicing teachers will be observed by university-designated supervisors as they perform the activities of a special education teacher in inclusion, self-contained and consultant contexts. Practicing teachers are expected to demonstrate attitudes, knowledge and skills commensurate with effective teaching for all students.

EDU 795.02 — Student Teaching Practicum (3 credits)
*Prerequisite Take EDU*768 or EDU*770 prior*

Taken concurrently with EDU 794 This practicum allows teacher candidates to gain competence in teaching in early childhood and early childhood special education settings. Teacher candidates are expected to demonstrate knowledge, skills and dispositions consistent with New York State Learning Guidelines and Standards. Candidates are supervised by an experienced mentor and a university supervisor

EDU 796.01 — Practicum in Literacy Instruction (3 credits)
Taken concurrently with EDU 798 The literacy practicum is designed to enable practicing teachers to develop and demonstrate competence in teaching literacy. Candidates are expected to demonstrate the attitudes, knowledge and skills commensurate with effective literacy instruction. Candidates will be observed by university-designated supervisors as they perform the activities of a reading teacher in a variety of contexts.

EDU 796.02 — Clinincal Literacy Instruction B-6 (3 credits)
Taken concurrently with EDU 798 The literacy practicum is designed to enable practicing teachers to develop and demonstrate competence in teaching literacy. Candidates are expected to demonstrate the attitudes, knowledge and skills commensurate with effective literacy instruction. Candidates will be observed by university-designated supervisors as they perform the activities of a reading teacher in a variety of contexts.

EDU 796.03 — Clinincal Literacy Intruction 5-7 (3 credits)
Taken concurrently with EDU 798 The literacy practicum is designed to enable practicing teachers to develop and demonstrate competence in teaching literacy. Candidates are expected to demonstrate the attitudes, knowledge and skills commensurate with effective literacy instruction. Candidates will be observed by university-designated supervisors as they perform the activities of a reading teacher in a variety of contexts.

EDU 797 — Literacy & ELL Prof Sem (3 credits)
*Prerequisite EDU*555, EDU*562, EDU*578, EDU*579, EDU*572, EDU*584,*

With special consideration of ELLs and struggling readers, this seminar discusses advanced topics in literacy instruction, Course content includes connection of theory and practice, diverse literacy needs of students, use of technology, literacy assessment, professional role as a classroom practitioner, classroom organization and management, creation of multiculturally sensitive and gender equitable classrooms, and knowledge of ethics.

EDU 798 — Seminar in Literacy Instruction (3 credits)
*Prerequisite Take EDU*796*

Taken concurrently with EDU 796. This course discusses advanced topics in literacy instruction, including the connection of theory and practice as related to effective instructional practices that address the New York State Standards and Ontario Expectations in literacy, the diverse literacy needs of students, the use of technology in the literacy classroom, and literacy assessment.

EDU 799 — Comprehensive Portfolio Advisement (1 credits)
This course is designed to assist candidates in the advanced graduate programs in the College of Education as they develop their comprehensive portfolios that evidence the knowledge, skills, and dispositions recognized by the highest national and international professional organizations within their program areas. The course will explore the general and specific directives of portfolio preparation including format and composition. Personal guidance will be provided by the instructor through regular meetings.

EDU 800 — Intelligence Theory and Assessment (3 credits)
This lab/seminar course provides students with a framework for understanding the historical development and theoretical underpinnings of intelligence assessment. To adequately prepare professionals, exposure is given to a broad range of topics such as controversies in the field of assessment, individual differences, culturally and linguistically diverse populations, measurement constructs, ethics, and the complex relationship of genetic and environmental influences on human intelligence. Through lab experience and actual case studies, students will benefit from hands-on experience with state-of-the-art assessment instrumentation.

EDU 801 — Perspectives in School Psychology (3 credits)
This seminar course provides students with a framework for understanding the development of school psychology as a specialty within the field of psychology. The focus will be on examining the role and function of the school psychologist, legal and ethical issues in the practice of school psychology, and current and future trends in service delivery.

EDU 802 — Psychological Assessment of Children and (3 credits)
Prerequisite Take EDU 800

This lab/seminar course provides students with a framework for understanding the complex set of challenges in assessing the strengths and needs of children and adolescents who have or are at risk for disabilities. Exposure is given to a broad range of assessment instrumentation and topics. Through lab experiences and actual case studies, students will benefit from hands-on experience with state-of-the-art assessment instrumentation and innovative approaches in assessing skills and abilities of children and adolescents.

EDU 803 — Couns and Behavior Therapy W Children (3 credits)
This lab/seminar course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses and to refine the skills and knowledge base specific to counseling with child and adolescent populations. The focus will be on learning the research and developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing school-age children.

EDU 804 — Psychological Assessment of Infants and (3 credits)
*Prerequisite Must have taken EDU*800 and EDU*802;*

This lab/seminar course provides candidates with a framework for understanding the complex set of challenges in working with infants, toddlers and preschoolers who have or are at risk for disabilities. To adequately prepare professionals entering the field of early intervention services, exposure is given to a broad range of topics such as normative and exceptional child development, the history of and new theoretical orientations in psychoeducational assessment, legislative and programmatic issues related to early intervention, and an overview of the multiple settings in which very young children interactively develop. Through lab experience and actual case studies, candidates will benefit from hands-on experience with state-of-the-art assessment instrumentation and innovative approaches in assessing skills and abilities of young children.

EDU 805 — School Psychology Practica I (3 credits)
*Prerequisite Take EDU*800 EDU*801 EDU*802 EDU*803 EDU*804*

These courses are designed to provide candidates with an introduction to school psychology practice in preparation for the subsequent counseling internships (EDU 807 and EDU 808). Candidates will be placed in a school setting for a minimum total of 400 clock hours, of which at least 150 hours are to be direct service experience. Candidates will have at least one hour equivalent weekly individual supervision as well as biweekly seminars/group supervision.

EDU 806 — School Psychology Practica II (3 credits)
*Prerequisite Take EDU*800 EDU*801 EDU*802 EDU*803 EDU*804*

These courses are designed to provide candidates with an introduction to school psychology practice in preparation for the subsequent counseling internships (EDU 807 and EDU 808). Candidates will be placed in a school setting for a minimum total of 400 clock hours, of which at least 150 hours are to be direct service experience. Candidates will have at least one hour equivalent weekly individual supervision as well as biweekly seminars/group supervision.

EDU 807 — School Psychology Internship I and II (3 credits)
*Prerequisite Take EDU*805 EDU*806*

Students will be placed in school/therapeutic settings consistent with their personal goals for growth in the field of school psychology. Each internship experience will be uniquely designed to meet the needs of each individual student. Basic commonalities across internships include a total of 1200 clock hours on site for the two-semester internship, 450 hours of which must be hours of direct service with students and their families. A minimum of two hours per week of on-site, individual supervision and biweekly seminars/group supervision of three hours in length will be provided throughout the internships.

EDU 808 — Internship II Sch Psy (3 credits)
*Prerequisite Take EDU*805 EDU*806*

Students will be placed in school/therapeutic settings consistent with their personal goals for growth in the field of school psychology. Each internship experience will be uniquely designed to meet the needs of each individual student. Basic commonalities across internships include a total of 1200 clock hours on site for the two- semester internship, 450 hours of which must be hours of direct service with students and their families. A minimum of two hours per week of on-site, individual supervision and biweekly seminars/group supervision of three hours in length will be provided throughout the internships.

EDU 820 — School Building Intern I (3 credits)
This course provides the first half of the required two-course sequence internship experience for the advanced study educational leadership program for school building leader. The internship experiences are aligned with program standards from the Educational Leadership Constituent Council. Candidates will complete a minimum of 300 of the 600 internship hours required in the program, and one-half of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. This course is a prerequisite for EDU 821.

EDU 821 — School Building Intern 2 (3 credits)
*Prerequisite EDU*820*

This course provides the second half of the required two-course sequence internship experience for the advanced study educational leadership program for school building leader. EDU 820 is a prerequisite for this course. Candidates will complete their remaining hours towards the 600 internship hours required in the program as well as the remaining portion of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. The internship experiences are aligned with the Educational Leadership Constituent Council.

EDU 822 — Schl District Intern 1 (3 credits)
This course provides the first half of the required two-course sequence internship experience for the advanced study educational leadership program for school district leader. The internship experiences are aligned with program standards from the Educational Leadership Constituent Council. Candidates will complete a minimum of 300 of the 600 internship hours required in the program, and one-half of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. This course is a prerequisite for EDU 823.

EDU 823 — Schl District Intern 2 (3 credits)
*Prerequisite EDU*822*

This course provides the second half of the required two-course sequence internship experience for the advanced study educational leadership program for school district leader. EDU 822 is a prerequisite for this course. Candidates will complete their remaining hours towards the 600 internship hours required in the program as well as the remaining portion of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. The internship experiences are aligned with the Educational Leadership Constituent Council.

EDU 824 — Sch Build/District Intern 1 (3 credits)
This course provides the first half of the required internship experience for the educational leadership master's program for school building and school district leader. The internship experiences are aligned with program standards from the Educational Leadership Constituent Council. Candidates will complete a minimum of 300 of the 600 internship hours required in the program, and one-half of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. This course is a prerequisite for EDU 825.

EDU 825 — Sch Build/District Intern 2 (3 credits)
*Prerequisite Take EDU*824*

This course provides the second half of the required two-course sequence internship experience for the educational leadership master's program for school building and school district leader. EDU 824 is a prerequisite for this course. Candidates will complete their remaining hours towards the 600 internship hours required in the program as well as the remaining portion of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. The internship experiences are aligned with the Educational Leadership Constituent Council.

EDU 826 — Sch Dist Business Intern 1 (3 credits)
This course provides the first half of the required two-course sequence internship experience for the advanced study educational leadership program for school district business leader. The internship experiences are aligned with program standards from the Educational Leadership Constituent Council. Candidates will complete a minimum of 300 of the 600 internship hours required in the program, and one-half of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. This course is a prerequisite for EDU 827.

EDU 827 — Sch Dist Business Intern 2 (3 credits)
*Prerequisite Take EDU*826*

This course provides the second half of the required two-course sequence internship experience for the advanced study educational leadership program for school district business leader. EDU 826 is a prerequisite for this course. Candidates will complete their remaining hours towards the 600 internship hours required in the program as well as the remaining portion of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. The internship experiences are aligned with the Educational Leadership Constituent Council.