

# 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.

## Degree Programs in Teacher Education

The College of Education in partnership with the College of Arts and Sciences and the College of Business jointly administer bachelor degree programs leading to initial New York state teacher certification in eight general areas:

1. Early Childhood and Childhood (Birth to Grade 6)
2. Childhood (Grades 1-6)
3. Childhood and Middle Childhood (Grades 1-9)<sup>1</sup>
4. Middle Childhood and Adolescence (Grades 5-12)<sup>1</sup>
5. Adolescence (Grades 7-12)<sup>1</sup>
6. Special Education and Childhood (Grades 1-6)
7. Special Education and Adolescence (Grades 7-12)<sup>1</sup>
8. Teaching English to Speakers of Other Languages (PreK-12)

<sup>1</sup> Degree programs leading to initial certification in middle childhood and/or adolescence education are offered in English, mathematics, social studies, French, Spanish, biology, chemistry and business education.

## College of Education Academic Requirements and Curriculum

Bachelor degree programs in the College of Education are between 120 and 137 credit hours, depending on the program selected for study. All programs in education include a general education requirement, major academic concentration in a selected content area of study (related to specific teacher certification), professional education requirement, and comprehensive field experiences (including student teaching). These components of the curriculum are designed as a sequential, coherent program of study with integrated field experiences beginning in the first semester of the program and culminating in a comprehensive, supervised student teaching experience.

It is also expected that candidates demonstrate core dispositions of professional commitment and responsibility, professional relationships and critical thinking, and reflective practice. These dispositions are assessed in courses, field experiences, and student teaching.

Credit hour totals are determined in part by efforts to meet requirements by state and national accrediting bodies, and are affected by varying credit hours of courses in different academic concentrations. For example, some concentrations have courses which count for four credit hours, and other concentrations have courses which count for only three credit hours. For these reasons, the total four-year program credit hours vary among certification areas and concentrations.

Program/Certification Level	Minimum Field Experience Hours Required (prior to student teaching)	Total Credit Hours
Early Childhood and Childhood (Birth – grade 6)	150	123-127
Childhood (grades 1-6)	100	120-126
Childhood and Middle Adolescence (grades 1-9)	150	123-131
Middle Adolescence and Adolescence (grades 5-12)	150	123-136
Adolescence (grades 7-12)	100	120-132
Special Education and Childhood (grades 1-6)	150	127-130
Special Education and Adolescence (grades 7-12)	150	124-137
Teaching English to Speakers of Other Languages (grades PreK-12)	150	124-130

## Admissions

All students seeking admission to the College of Education as undergraduates, including transfer students, must demonstrate proficiency in the basic skills of mathematics, reading and writing. Students must also demonstrate the ability to achieve and maintain a 2.5

QPA in both their academic major and in professional education course work.

## Transfer Credit

Credit is transferable from an accredited institution if the courses have a grade of C or better, are less than 10 years old, and are applicable to the general education component, academic concentration and/or professional requirements. A maximum of 60 credit hours are accepted for transfer into all undergraduate teacher education programs; TESOL teacher candidates may transfer up to 90 credit hours. It is the responsibility of Niagara University to verify student competence in the academic concentration recommended for state certification. For this reason, a substantial part of the academic concentration in which certification is requested must be completed at Niagara University.

## Course Restrictions

Education students must have a 2.5 QPA in their academic concentration and in their professional education course work to qualify for final student teaching semester.

## Advisement

Students in the College of Education are assigned two advisors<sup>1</sup>, one in the College of Education who will monitor the student's progress throughout the entire bachelor degree program, and an academic adviser who will advise the student in the subject area in which teacher certification is sought. Each semester, students will consult with their academic adviser to decide their academic schedule of courses. Students will then report to the College of Education adviser for advisement on education courses. The education advisor will unlock the student for registration. Both signatures are required on the course registration card before the student may register for courses each semester.

<sup>1</sup> Students with a liberal arts concentration will only meet with an advisor in the College of Education.

## Study Abroad

The College of Education encourages study-abroad activities for education majors. University-wide opportunities to study abroad are available for all NU students and the College of Education additionally offers programs that focus on visiting schools and comparing educational approaches from an international perspective. Students should discuss the details with their advisor.

## Minors

Students may choose a minor from the discipline of education or from other areas of study. Minors in literacy or developmental disabilities are available to extend and enrich the experience of the initially certified teacher. A minor is considered an additional set of coursework and must be done with the approval of the department chairperson. The minors consist of 15-18 credit hours of study.

## Teacher Certification

Graduates of the College of Education seeking initial certification to teach in New York state must pass the requisite certification examinations including the Educating All Students Test (EAS), Content Specialty Test or Tests (CST), and Teacher Performance Assessment (edTPA).

Students seeking initial certification in teacher education must complete the two-hour Child Abuse Seminar, Drug, Tobacco, and Alcohol Abuse

Prevention Seminar, the D.A.S.A. (Dignity for All Students Act) Training Workshop and two-hour Violence Prevention Seminar.

In addition, legislation requires the Commissioner of Education and the New York State Education Department (SED) to request a fingerprint supported criminal history background check for applicants for certification as well as prospective employees of school districts, charter schools and boards of cooperative educational services (BOCES). Fingerprinting should be completed before the student teaching placement.

New York state has reciprocity agreements for teacher certification that exist between New York, other states and Puerto Rico. Students interested in teacher certification outside New York State or the interim Certificate of Qualifications in Ontario should consult with the College of Education Certification Officer.

## Graduation Requirements

The College of Education programs lead to the baccalaureate degree and recommendation for teacher certification based upon satisfactory completion of the following requirements:

1. Successful completion of all required coursework and achieve an overall 2.5 QPA in both the professional education component and the academic concentration.
2. Satisfactory completion of all field experiences and the student teaching practicum at the levels of the certification area (performance assessment based on program standards with evidence of student learning, professional dispositions, and instructional technology).
3. Successful completion of a final portfolio review based on the assessment by professional seminar instructors.

## Title II Reporting

The following certification examination pass rates are drawn from the 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%

## Accreditation

The degree programs offered by the Niagara University College of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Additional information regarding the Niagara University College of Education may be found on at [www.niagara.edu/education](http://www.niagara.edu/education) (<http://www.niagara.edu/education/>).

## Courses

### Developmental Disabilities Program

#### DDP 201 – Dev Disabilities: An Overview (3 credits)

This introductory course focuses on an overall introduction to individuals with developmental disabilities. Within a broad scope, topics cover historical factors and attitudes, specific developmental disabilities as life-long and manifesting themselves prior to age 22, causes, legislation, specialized services and supports, education, vocational training and life-span planning.

#### DDP 202 – Inclusive Rec for Diverse Pop (CD) (3 credits)

Everyone should enjoy the benefits of recreation. This course addresses the role that recreation and leisure play specifically in the lives of individuals with disabilities and also individuals from diverse populations that include genders, ages, cultures, ethnicities, races, and religions.

#### DDP 301 – Fam Life Indep 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 also be covered.

#### DDP 302 – Secondary Transition in Sp Ed (CD) (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.

#### DDP 303 – Supported Employment (3 credits)

#### DDP 488 – Practicum in Developmental Disabilities (9 credits)

The supervised clinical practice experience consists of three overlapping phases: (1) orientation, (2) observation, and (3) participation. The proportion of the time devoted to each phase will depend upon the complexity of the agency's structure and services, and upon the student's background and readiness. It is most desirable that the greatest portion of time be devoted to participation. Experiences included in a given clinical practice program may, of course, vary according to the nature of the agency and the services it offers.

#### DDP 490 – Professional Seminar (3 credits)

This course is designed to provide candidates with knowledge, skills, and dispositions of competencies essential to successful agency work. The seminar focuses upon the student's professional role in a rehabilitation agency. In addition, responsibilities for agency organization and management, and the use of technology in the agency are addressed. Further, creation of culturally relevant and gender equitable environments; attitudes toward working with families and the community; knowledge of ethics and a basic understanding of agency systems and community characteristics are considered.

## Education

Individuals seeking to enroll into EDU 460 Gen Methods Secondary or EDU 461 Methods English-EDU 466 Methods Business must be in the adolescent middle childhood and or adolescent program or have permission from the chairperson for the Department of Middle Childhood and Adolescent Education.

#### EDU 214 – Cult & Multicult Found (3 credits)

This course examines the ways in which diverse disciplines (e.g., history, philosophy, psychology, sociology, multiculturalism, economics, ethics, law) act as the bases upon which Western educational practices are built. These interconnected foundations continuously shape school characteristics including curriculum, and 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 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' socio-economic and cultural identities. Students will be required to participate in a 20 hour Learn and Serve field experience.

#### EDU 215 – Topic: (3 credits)

Students and instructor will select for reading, discussion, and analysis, issues which have significant implications for education, present and future. Students as individuals and as a group will be expected to develop clear, cogent position statements on issues.

#### EDU 216 – Current Issues Education (3 credits)

Students and instructor will select for reading, discussion, and analysis, issues which have significant implications for education, present and future. Students as individuals and as a group will be expected to develop clear, cogent position statements on issues.

#### EDU 228 – Equity, Diversity, & Inclusion (CD) (3 credits)

This course introduces the prospective teacher to the issues of respect, appreciation and celebration of diversity in the educational setting. It examines the myths and origins of prejudice and discrimination. Prospective teachers will explore student-responsive strategies (in a constructivist environment) to enhance learning for students with cultural, ethnic, gender, racial, physical, and mental differences. Field experiences in an urban setting is a requirement of this course.

#### EDU 234 – Underst the Adolesc (3 credits)

This course provides a comprehensive study of the development of children and adolescents. Theoretical stages of personality development, cognitive growth and moral development will be presented and applied to identifying student characteristics and understanding the individual child in a classroom situation. Students will be assigned field experience in school classrooms and other youth-related programs in addition to regularly scheduled class time at the university.

#### EDU 236 – Human Learn, Dev, Moti (SS) (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 examined. Students will be required to participate in a 20 hour Learn and Serve field experience 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 239 – Students W/Excep Nds (3 credits)**

This course introduces prospective teachers to the characteristics and individual learning needs of students with physical, cognitive and emotional/behavioral exceptionalities. The participants will explore historical foundations, legislation and policy, methodology, expectations (curriculum, assessment, independence), transition services, inclusion, and current issues. Participants will explore family structure and the continuum of educational services available for students with various exceptionalities. Students will be required to participate in a 20 hour Learn and Serve field experience.

**EDU 271 – Found Literacy Inst (3 credits)**

This course is designed to help prospective teachers develop the knowledge and skills to deliver literacy instruction effectively. Students will learn how to: (a) create a literate environment that wraps literacy around all areas of the curriculum, (b) implement the New York State Learning Standards following principles of effective instruction, (c) incorporate technology into instruction, (d) use a wide range of literature, including multicultural literature, across the curriculum, (e) cultivate partnerships with parents to encourage and enhance literacy development, and (f) use literacy assessments to make decisions about instruction for diverse learners. Students will be required to participate in a 20 hour Learn and Serve field experience.

**EDU 333 – Special Olympics Coaching and Games (CD) (3 credits)**

This course is designed to orient potential coaches and sports/games management coordinators to the basic structures and concepts of Special Olympics. Sports-specific skills and strategies, coaching philosophy and planning, mentoring, safety and risk management, and sports management will be examined/applied within the Special Olympics model. The goal of the course is to develop students with competency in Special Olympics coaching and game/event management.

**EDU 372 – Reading Assessment & Instruction (AS) (3 credits)**

*Prerequisite take edu\*271*

This course is designed to help teacher candidates develop greater effectiveness in providing differentiated reading instruction in K-12 classrooms, especially in individualized or small group settings. Teacher candidates will examine a variety of factors that influence literacy acquisition, discuss and identify various reading problems, examine informal reading assessments, and plan for appropriate reading instruction.

**EDU 373 – Org & Man of Lit Class (3 credits)**

*Prerequisite take edu\*271*

This course is designed to help prospective teachers develop greater understanding of the implementation of reading and writing in primary and upper-grade classrooms. Organization and management of the literacy time is crucial to effective classroom instruction. Consideration of classroom space, materials, time, and the needs of the individual learners will be investigated. Meaningful implementation and application of the skills and strategies needed for competent readers and writers will be explored through literacy centers that are developmentally appropriate of the diverse populations that classrooms now serve.

**EDU 375 – Constr Diag Rdg Mat (3 credits)****EDU 376 – Language Arts B-6 (3 credits)**

This course provides preservice teachers with an integrated approach to teaching the language arts: reading, writing, listening, and speaking. In addition to these four commonly accepted language arts addressed in the New York State Learning Standards, viewing and representing will also be addressed. Course topics include the reading and writing processes; teaching students about words; reading and writing journals, stories, information, and poetry; spelling, handwriting, and grammar; listening to learn; aesthetic and efferent talk; and drama. All topics are examined with respect to meeting the needs of diverse learners guided by ongoing assessment of student progress.

**EDU 377 – Literacy Dev Sec Cur (WI) (3 credits)**

This course provides prospective secondary teachers with strategies for integrating the language arts (listening, speaking, reading, writing, viewing visual works and constructing visual works) into specific content area instruction. 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. Pre-service teachers will be required to participate in a required field experience.

**EDU 378 – Foundations of Bilingual Education (3 credits)**

This course provides the basic theories, issues, and concepts related to teaching bilingual students in PreK - 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. The course will address education for English language learners in terms of (1) historical, (2) theoretical, and (3) practice/methods used in schools. Emphasis is on the history of bilingual education; Federal legislation; Supreme and lower court decisions; state legislation; and other legal aspects.

**EDU 379 – Developing ESL Literacy through (CD) (3 credits)**

This course takes a global approach to the promotion of literacy. Focusing closely on juvenile and children's literature as well as on literature applicable to adolescents, the goal is to expose course participants, who are pre-service teachers to world literature. Within an in-depth global exploration of culture and values, students will glean inter-cultural awareness, stretching literacy beyond our national borders. Methods of teaching literacy reading, writing, speaking, comprehending, and thinking to English language learners will be infused in the course. Students will develop lessons, literature-teaching modules, and develop materials for the ESL classroom.

**EDU 380 – Language & Linguistics in the English as (3 credits)**

This course will present current theories of Second Language Acquisition 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 Second Language Acquisition (SLA) and linguistics will be discussed. The course will review basic structures of English through the emphasis of how to teach pronunciation, vocabulary, and grammar/syntax. The course will allow students to apply theoretical models and scientific findings to classroom practice in grades PreK-12 through research and practice.

**EDU 381 – Sociolinguistic Considerations for (H) (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 classroom practice through research and projects.

**EDU 403 – Honors Thesis I (3 credits)**

This course allows for individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

**EDU 404 – Honors Thesis II (3 credits)**

This course allows for individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

**EDU 410 – Practicum the Arts 2 (6 credits)****EDU 411 – Practicum Eng 2 (6 credits)****EDU 412 – Practicum Inter Lang 2 (6 credits)****EDU 413 – Practicum Math 2 (6 credits)****EDU 414 – Practicum Science 2 (6 credits)****EDU 415 – Practicum Social Studies 2 (6 credits)****EDU 416 – Practicum Business 2 (6 credits)****EDU 417 – Prof Seminar Primary/Junior Edu (VAU) (3 credits)**

This seminar is designed to provide the primary junior teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching and student learning. The course will address aspects of knowledge and skills which link both course work and the practicum.

**EDU 418 – Prof Seminar Intermediate/Senior Edu (VAU) (3 credits)**

This seminar is designed to provide the intermediate senior teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching and student learning. The course will address aspects of knowledge and skills which link both course work and the practicum.

**EDU 420 – Foundations of Catholic Education (VAU) (3 credits)**

This course will examine various religious education theories and evaluate those theories in the light of the Catholic separate school system. Attention will be focused on the insights of Scripture and sacramental theology, and how these insights are incorporated into the Canadian religious education program. This can be used for equivalency for Religious Education Part I, jointly issued by the Ministry of Education and O. E.C.T.A./O.S.S.T.A.

**EDU 423 – Found & Legal Prin/Edu in Ont (VAU) (3 credits)**

This course is a reflective examination of the educational system in Ontario, its laws, and the ways in which diverse disciplines (e.g., history, philosophy, psychology, sociology, multiculturalism, economics, and ethics) are the bases upon which Western educational practices are built. Course experiences will involve candidates gaining knowledge with which to analyze the effects of these educational foundations on the school experience in the past and present. Candidates 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. Candidates will be required to participate in a preservice practicum placement. Failure to complete 75 hours of preservice practicum placement will result in a failing grade for the course.

**EDU 425 – Methods in Early Learning (VAU) (3 credits)**

This course is designed to examine theories, resources and design principles for creating programming to facilitate children's development and early learning. Program and activity planning to promote physical, cognitive, social, and emotional development through the observation and assessment of children's development, interests and family and cultural context will be examined.

**EDU 428 – Diversity Equity and Inclusion (VAU) (3 credits)**

This course examines the theories and practices of equity and inclusive education which are presented as central to teaching and learning, and not marginal or added on to the 'regular' curriculum.

**EDU 429 – STEM Curr/Meth in Elm/Inc (WI) (3 credits)**

This course defines the scope and sequence of the elementary school curriculum in the core areas of math, science, and social studies and the developmental learning of students in grades PreK-6. Prospective teachers will view student learning within a constructivist framework emphasizing the knowledge and experience that they bring to the classroom and how to build on that knowledge. Prospective teachers will learn how to implement the Common Core Standards, assess student learning, and apply technology to enhance the development of student knowledge. Prospective teachers will also develop lesson plans across the curriculum that will engage learners of diverse backgrounds and needs. Students will be required to participate in a 30- hour Teaching Assistantship field experience.

**EDU 430 – Methods of Primary and Junior (VAU) (3 credits)**

This course is designed to provide teacher candidates with the knowledge, skills, and affective dispositions necessary to plan, deliver and assess effective standards-based learning experiences for students in grades K-6. The goal is to prepare candidates for careers as successful teachers in the changing world of school that is now marking the Western pluralist democratic societies' attempts to educate all of its children to never before realized levels of cognitive development. Candidates will examine their own preset notions of what teachers do and what for them meant effective teaching. Against their metacognitive framework based upon their own previous 15 plus years as students observing teachers, candidates will begin to formulate their own new idea of how to be an effective teacher. Candidates will do this by viewing student learning within a constructivist framework emphasizing the knowledge and experience that they bring to the classroom and how to build on that knowledge. Candidates will learn how to implement the Ontario expectations, assess student learning, and understand how technology enhances the development of student knowledge. Candidates will learn how to develop lesson plans across the curriculum that will engage learners of diverse backgrounds and needs. Portfolio entries will continue to evolve as candidates evidence their growth in developing lesson plans. During the second semester of study, candidates will be required to complete two 9-day placements in the schools for field experiences. Failure to complete the two preservice practicum placements will result in the candidate receiving a failing grade for the course.

**EDU 431 – Methods-Teach Math and Science (VAU) (3 credits)**

This course defines the scope and sequence of the Ontario primary/junior curriculum in the core areas of mathematics, science, and the developmental learning of students in grades K-6. Prospective teachers will view student learning within a constructivist framework emphasizing the knowledge and experience that they bring to the classroom and how to build on that knowledge. Prospective teachers will learn how to implement the math, science and technology curriculum as delineated in the Ontario Expectations, assess student learning, and understand how technology enhances the development of student knowledge in the area of math and science. Candidates will also develop lesson plans across the curriculum that will engage learners of diverse backgrounds and needs. Candidates will be required to participate in a teaching assistantship practicum. Failure to complete 75 hours of teaching assistantship practicum will result in a failing grade for the course.

**EDU 432 – Methods of Teach Health/Pe/Art (VAU) (3 credits)**

This course defines the scope and sequence of the Ontario primary/junior curriculum in the core areas of health/P.E. and the arts and the developmental learning of students in grades K-6. Prospective teachers will view student learning within a constructivist framework emphasizing the knowledge and experience that they bring to the classroom and how to build on that knowledge. Prospective teachers will learn how to implement the health/ P.E. and the arts curricula as delineated in the Ontario Expectations, assess student learning, and understand how technology enhances the development of student knowledge in the area of health/P.E. and the arts. Prospective teachers will also develop lesson plans across the curriculum that will engage learners of diverse backgrounds and needs. Candidates will be required to participate in a teacher assistantship practicum placement. Failure to complete 75 hours of teacher assistantship practicum will result in a failing grade for the course.

**EDU 433 – Methods-Teach SS and LA (VAU) (3 credits)**

This course defines the scope and sequence of the Ontario primary/junior curriculum in the core areas of language arts and social studies and the developmental learning of students in grades K-6. Prospective teachers will view student learning within a constructivist framework emphasizing the knowledge and experience that they bring to the classroom and how to build on that knowledge. Prospective teachers will learn how to implement the language arts and social studies curricula as delineated in the Ontario Expectations, assess student learning, and understand how technology enhances the development of student knowledge in these core areas. Candidates will also develop lesson plans across the curriculum that will engage learners of diverse backgrounds and needs. Candidates will be required to participate in a teaching assistantship practicum. Failure to complete 75 hours of teaching assistantship practicum will result in a failing grade for the course.

**EDU 435 – Curricular Applications In Teaching (3 credits)**

This course emphasizes an historical overview of methods and approaches to teaching English as a Second Language. Approaches and strategies such as: the grammar-translation approach; the Silent Way; the Audio-lingual Method; Total Physical Response; Jazz Chants; 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 presented. The NYSED Standards for ESL and the NYSED ELA Standards Applied to ELL students 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 curriculum units and develop instructional strategies that exemplify best practices in the field.

**EDU 436 – Human Dev Learn & Motiv (VAU) (3 credits)**

This 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 preservice practicum 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. Failure to complete 75 hours of preservice practicum will result in a failing grade.

**EDU 438 – Content Area Methods for English as a (3 credits)**

*Prerequisite take edu\*380*

This course focuses on the teaching of content to English language learners. Participants in the course will deliver instruction and create instructional materials. 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. Assessment of learning in the second language content-area classroom is presented.

**EDU 439 – Teach Students W/Spec Needs (VAU) (3 credits)**

This course introduces prospective teachers to the characteristics of students with physical, cognitive and emotional/ behavioral challenges. Candidates will review legislation and the IPRC process, as well as be introduced to such skills as reading and implementing IEPs and running an effective inclusion classroom. Candidates will explore the role of students, family and education professionals. As part of this course candidates will reflect upon observations and interactions with students with disabilities. Candidates will be required to participate in a pre-service practicum placement. Failure to complete 75 hours of preservice practicum placement will result in a failing grade for the course.

**EDU 440 – Practicum the Arts (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 440.01 – Practicum in Dramatic Arts (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 440.02 – Practicum in the Visual Arts (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 441 – Practicum English (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 441.01 – Practicum English (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 442 – Practicum Inter Lang (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 442.01 – Practicum French As a Second Language (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 442.02 – Practicum Italian (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 442.03 – Practicum Spanish (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 443 – Practicum Math (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 443.01 – Practicum Math (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.





**EDU 445.06 – Practicum Religious Ed Catholic School (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 445.07 – Practicum Law (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 445.08 – Practicum Social Science (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 445.09 – Practicum Philosophy (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 446 – Practicum Bus Ed (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 446.01 – Practicum Bus Ed (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 446.02 – Practicum Business Entrepreneurship (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 446.03 – Practicum Business - Economics (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 446.04 – Practicum Business -Accounting (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 446.05 – Practicum Business Ict (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/senior classrooms. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

**EDU 447 – Prim Junior Practicum 1 (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching primary junior school age students in the diverse elementary classroom. Teacher candidates will be assessed in accordance with the Ontario College of Teachers core competencies.

**EDU 448 – Foundations of Literacy (VAU) (3 credits)**

This course is designed to help prospective teachers develop the knowledge and skills to deliver literacy instruction effectively. Students will learn how to: (a) create a literate environment that wraps literacy around all areas of the curriculum, (b) implement the Ontario Expectations following principles of effective instruction, (c) incorporate technology into instruction, (d) use a wide range of literature, including multicultural literature, across the curriculum, (e) cultivate partnerships with parents to encourage and enhance literacy development, and (f) use literacy assessments to make decisions about instruction for diverse learners. Candidates will be required to participate in a preservice practicum placement. Failure to complete 75 hours of preservice practicum placement will result in a failing grade for the course.

**EDU 449 – Primary-Junior Practicum 2 (VAU) (6 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching primary junior school age students in the diverse elementary classroom. Teacher candidates will be assessed in accordance with the Ontario College of Teachers core competencies.

**EDU 450 – Early Chld Phi&Prac (3 credits)**

This course is designed to provide the prospective teacher with a comprehensive study of early childhood educational philosophy, curriculum, and programming. Exemplary early childhood education and early intervention models will be examined from the perspective of the child and their families as the center of multiple, interrelated settings. The Teaching Assistantship field experience during this course will take place in a toddler or preschool educational setting.

**EDU 451 – Assessment of Learning (VAU) (3 credits)**

This course serves as an introduction to the basic principles of measurement and evaluation (diagnostic, formative and summative), with emphasis upon appropriate assessment in accord with instructional objectives, more specifically the overall and specific expectations described in the Common Core and State Learning Standards. Consideration is given to the statistical principles of validity and reliability, and the variety, selection and use of standardized achievement and aptitude tests. The course includes the use and interpretation of test results, the construction and application of rubrics, and the implementation of authentic assessment. Methods of assessment appropriate to early childhood, elementary, middle, and secondary schools will be examined and the aspects of the edTPA related to assessment will be explored. Candidates will participate in a required program field experience.

**EDU 452 – Mid Chld Phi&Pract (VAU) (3 credits)**

This course is designed to provide pre-service teachers with a comprehensive study of middle childhood educational philosophy, curriculum and programming. The course will focus on middle childhood development, learning, motivation and exceptionality. Exemplary middle childhood education models will be examined. The teaching assistantship field experience during this course will take place in a middle childhood educational setting.

**EDU 455 – Assessment in Spe Ed (VAU) (3 credits)**

The intent of this course is to provide pre-service teachers with (1) knowledge of various assessment practices, and (2) skills in the assessment of learners with disabilities. The course focuses on the assessment of intelligence, reading, writing, mathematics, social-emotional behavior as well as the development of instructional objectives based on assessment data. For the completion of this course, students are required to participate in a field experience and work with school age children who have disabilities.

**EDU 459 – Methods of Teaching Arts (VAU) (3 credits)****EDU 459.01 – Methods of Teaching Dramatic Arts (VAU) (3 credits)****EDU 459.02 – Methods of Teaching Visual Arts (VAU) (3 credits)****EDU 460 – Gen Methods Secondary (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.01 – Methods Secondary Education (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.02 – Methods Secondary Ed Visual Arts (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.03 – Methods Secondary Education Drama (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.04 – Methods Secondary Education English (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.05 – Methods Secondary Fsl Education (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.06 – Methods Secondary Education Spanish (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.07 – Methods Secondary Education (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.08 – Methods Secondary Education Math (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.09 – Meth Secondary Ed Communication Studies (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.10 – Methods Secondary General Science (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.11 – Methods Secondary Education Biology (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.12 – Methods Secondary Education Chemistry (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.13 – Methods Secondary Education Physics (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.14 – Methods Sec Education Environ Science (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.15 – Methods Secondary Education History (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.16 – Methods Secondary Education Geography (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.17 – Methods Secondary Education Economics (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.18 – Methods Secondary Education Politics (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.19 – Methods Secondary Religious Education (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.20 – Methods Secondary Education Law (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.21 – Methods Secondary Education BS Acc (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.22 – Methods Secondary Education BS Entr (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.23 – Methods Secondary Education BS Gen (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 460.24 – Methods Secondary Education BS ICT (WI) (3 credits)**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver, and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

**EDU 461 – Methods English (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 461.01 – Methods English (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 462 – Methods Inter Lang (VAU) (3 credits)**

The following courses are to be taken concurrently with EDU 460 and EDU 451 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific subject methods, assessment, and field experiences. Each course deals with the standards of its own particular academic content and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. For the completion of these courses, students are required to successfully complete a Teaching Assistantship in local schools.

**EDU 462.01 – Methods Foreign Language (VAU) (3 credits)**

The following courses are to be taken concurrently with EDU 460 and EDU 451 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific subject methods, assessment, and field experiences. Each course deals with the standards of its own particular academic content and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. For the completion of these courses, students are required to successfully complete a Teaching Assistantship in local schools.

**EDU 462.02 – Methods Italian (VAU) (3 credits)**

The following courses are to be taken concurrently with EDU 460 and EDU 451 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific subject methods, assessment, and field experiences. Each course deals with the standards of its own particular academic content and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. For the completion of these courses, students are required to successfully complete a Teaching Assistantship in local schools.

**EDU 462.03 – Methods Spanish (VAU) (3 credits)**

The following courses are to be taken concurrently with EDU 460 and EDU 451 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific subject methods, assessment, and field experiences. Each course deals with the standards of its own particular academic content and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. For the completion of these courses, students are required to successfully complete a Teaching Assistantship in local schools.

**EDU 462.51 – Methods French As a Second Language (VAU) (3 credits)**

The following courses are to be taken concurrently with EDU 460 and EDU 451 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific subject methods, assessment, and field experiences. Each course deals with the standards of its own particular academic content and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. For the completion of these courses, students are required to successfully complete a Teaching Assistantship in local schools.

**EDU 463 – Methods Mathematics (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education



**EDU 465.02 – Methods Teaching History (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 465.03 – Methods Geography (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 465.04 – Methods Economics (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 465.05 – Methods Politics (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 465.06 – Methods Religious Education Catholic Sch (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 465.07 – Methods Law (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 465.08 – Methods Social Science General (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education



**EDU 465.09 – Methods Philosophy (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 466 – Methods Business (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 466.01 – Methods Business (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 466.02 – Methods Business Entrepreneurship (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 466.03 – Methods Business Economics (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 466.04 – Methods Bus Accounting (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 466.05 – Methods Business ICT (VAU) (3 credits)**

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific 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. 461 Methods of Teaching English/Language Arts 462 Methods of Teaching Foreign Language 463 Methods of Teaching Mathematics 464 Methods of Teaching Science 465 Methods of Teaching Social Studies 466 Methods of Business Education

**EDU 467 – Soc St/Arts in Elm/Inc Cls (WI) (3 credits)**

*Prerequisite Take EDU\*214 EDU\*236 EDU\*239 EDU\*271*

This course is designed to provide the pre-service teachers with knowledge and skills for strategies in the development of appropriate teaching methods in curriculum development and planning, classroom management, and student assessment. Pre-service teachers will develop lesson plans as aligned with the New York State Learning 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 the prospective teachers evidence their growth in developing lesson plans. A 30-hour teaching assistantship is an integral part of this course.

**EDU 468 — Meth Chld Except Nds (3 credits)**

The course provides the pre-service teacher with the opportunity to examine and experience how modifications to the elementary curriculum are made to meet the needs of students with cognitive and emotional/behavior challenges. Focus will be on the development of individualized education program (IEP) and its implementation in the inclusive classroom. Pre-service teachers will develop their ability to create appropriate modifications through the use of a variety of teaching strategies including the use of technology and cooperative learning. Portfolio entries will reflect this added dimension to the prospective teacher's repertoire of lesson plans. A 30-hour teaching assistantship is an integral part of this course.

**EDU 469 — Middle Level Philosophy (3 credits)****EDU 470 — Meth Adol Except Nds (3 credits)**

This course is designed to prepare candidates to plan and implement educational methods and strategies for adolescents with disabilities. The course provides the pre-service teacher with the opportunity to examine and experience how modifications to the secondary curriculum are made to meet the needs of students with disabilities. Focus will be on the development of the individualized education program (IEP), its implementation, co-teaching, and collaboration. Developmental characteristics of adolescents, programs, methods, strategies, accommodations and assistive technology as well as special and unique problems of teenagers and young adults and transition requirements will be addressed. Candidates are required to successfully complete a Teaching Assistantship.

**EDU 471 — St Tch Sec/Spe Eng LA (9 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students with and without disabilities in the English/language arts inclusive classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State 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 472 — St Tch Sec/Spr F Lang (9 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students with and without disabilities in the foreign languages inclusive classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State 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 473 — St Tch Sec/Spe Math (9 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school-age students with and without disabilities in the mathematics inclusive classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State 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 474 — Student Teaching in Secondary and (9 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school-age students with and without disabilities in the science inclusive classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State 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 475 — Student Teaching Sp. Ed. Soc (9 credits)**

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school-age students with and without disabilities in the social studies inclusive classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State 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 476 — Lit Principles/Practice in P/J (VAU) (3 credits)****EDU 481 — Stu Teaching Eng (9 credits)**

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching English/language arts at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge, and skills essential to effective teaching consistent with New York State 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 482 — Fr Lang Student Tch-70 Day Pr (9 credits)**

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching foreign languages at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State 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 483 — Math Student Teach-70 Day Pr (9 credits)**

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching mathematics at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State 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 484 — Science Stud Teach (70 Day Pr) (9 credits)**

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching science at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State 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 485 — Soc Stds Stud Tch (70 Day Pr) (9 credits)**

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching social studies at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge, and skills essential to effective teaching consistent with New York State 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 486 — Business Studt Tch-70 Day Pr (9 credits)**

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching business at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State 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 487 — Student Teaching in the Elementary (9 credits)**

This full-time field experience is designed to enable teacher candidates to develop competence in teaching children of elementary school age. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions essential to effective teaching consistent with the Common Core and State Learning Standards. 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 488 — St Tch Elem/Incl Special Ed (9 credits)**

This full-time field experience is designed to enable teacher candidates to develop competence in teaching children of elementary school age in the inclusive classroom. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions essential to effective teaching consistent with the Common Core and State Learning Standards. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by a qualified cooperating teacher and the university supervisor.

**EDU 489 — Student Teaching in the English as a (9 credits)**

This full-time field experience is designed to allow teacher candidates the opportunity to develop competence in teaching English as a Second Language in grades Pre-K - 12. Candidates are placed in an ESL/BE classroom or resource room at an appropriate grade level: a grade K - 6 (elementary) setting and a grade 7 - 12 (secondary) setting. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by a qualified and experienced cooperating teacher and the university supervisor.

**EDU 490 — Prof Seminar in Educ (VAU) (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 the secondary 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 491 — Prof Elementary Seminar (VAU) (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 the elementary 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 492 — Prof Seminar in Elem Edu/Spec (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 the elementary/inclusion 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 493 — Pr of Sem Sec/Incl Ed (3 credits)**

This course is designed to provide the 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 the secondary/inclusion 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 494 — Professional Seminar in Teaching English (3 credits)**

This course is designed to provide teacher candidates with knowledge, skills, and dispositions of competencies essential to successful teaching. The seminar focuses upon the teacher candidates professional role as an ESL classroom practitioner in the middle and secondary classroom. In addition, responsibilities for classroom organization and management and the use of technology in the classroom are addressed. Further, creation of culturally relevant 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 495 — Intro to Edu Res & Stat (VAU) (3 credits)**

The course is designed to introduce the students to basic research principles. Students will analyze the literature in their area of study and synthesize the results into material that can be applied in a diverse school setting.

**EDU 496 – Managing Cult. Resp. Class (3 credits)**

**EDU 497 – Issues in Education (3 credits)**

**EDU 498 – Instructional Technology (VAU) (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.

**EDU 499 – Special Topics EDU (1-3 credits)**

This course is designed to prepare future school b

## **English As a Foreign Language**

**ESL 193 – English as a Foreign Language (3 credits)**

For information on this course please contact The Office of Academic Support. Designed for foreign students, this course provides intensive training in the basics of English grammar, composition, and language art skills. An individual program of instruction is designed to help students master the English skills required for college students and allow the foreign student a reasonable expectation of success later in Writing 100, which is required of all undergraduate students.

**ESL 194 – English as a Foreign Language (3 credits)**

For information on this course please contact The Office of Academic Support. Designed for foreign students, this course provides intensive training in the basics of English grammar, composition, and language art skills. An individual program of instruction is designed to help students master the English skills required for college students and allow the foreign student a reasonable expectation of success later in Writing 100, which is required of all undergraduate students.

**ESL 201 – Acad Reading & Writing (3 credits)**

This course is designed for college students who are English language learners, have been accepted into an undergraduate degree program, and who have achieved a Paper Based Test of English as a Foreign Language (PBT TOEFL) score, or an International English Language Testing Systems (IELTS) score in keeping with the current admissions requirements, but are in need of additional academic language support. This course provides further support for academic reading and writing at the undergraduate level to ease the transition into the academics of the University. Students will receive integrated reading and writing instruction that underscores the rigors of American undergraduate university expectations. Through guided practice and support, students will explore different genres of reading and writing found in American academia and be able to fulfill course work expectations independently.

**ESL 202 – Acad Speaking & Listening (3 credits)**

This course is designed for college students who are English language learners, have been accepted into an undergraduate degree program, and who have achieved a Paper-Based Test of English as a Foreign Language (PBT TOEFL) score, or an International English Language Testing Systems (IELTS) score in keeping with the current admissions requirements, but are in need of additional academic language support. This course provides further support specific to comprehension in English as applied to various disciplines and coursework at the undergraduate level. Students will receive integrated speaking and listening instruction to help transition to the rigors of American university academic expectations. Through guided practice and support, students will participate in various speaking and listening exercises to help them successfully participate both in coursework and in social situations.