

TEACHER EDUCATION - EDU

EDU 100 Exploring the Teaching Profession 3 Credits

This course introduces the study of education and teaching, with opportunities for students to examine and evaluate this career choice. The course utilizes a field-based component to connect seminar session topics with actual classroom practice. In addition to reflection on their experiences, students will examine the following critical topics in schools: current initiatives and issues, exemplars of good teaching, diverse needs of students, curriculum, culture, organization, and the multiple roles and professional and ethical expectations of teachers. Most importantly, it is mission-centric in that it promotes teachers' roles as change agents for social justice. Students will complete a 10-hour Service Learning experience in a local public school.

Fulfills College Core: Field 5 (Social Sciences)

Offered: every fall

EDU 122 Technology in Education 3 Credits

Explores applications of technology in education. Emphasizes evaluation and selection of software, high and low-tech devices, distance learning and state of the art technologies that impact teaching.

Offered: every fall & spring.

EDU 201 Introduction to Family Dynamics 3 Credits

This course consists of an overview of the dynamics of family relationships and issues related to families and relationships. The purpose of this course is to provide students with a basic understanding of family theory and an introduction to systematic approaches and techniques when working with couples and families. This didactic class includes lecture and PowerPoint presentations, videos and demonstrations, small group discussions, whole class discussions, and written assignments.

Offered: occasionally.

EDU 250 Foundations of Education 3 Credits

Addresses social, philosophical, legal, historical, organizational, theoretical perspectives on education, including multicultural perspectives. Highlights rights and responsibilities of teachers, students and others involved in education.

Fulfills College Core: Justice

Offered: every fall & spring.

EDU 272 Teaching Social Studies Integrating English Language Arts 3 Credits

Addresses the objectives, curriculum, strategies, materials and evaluation necessary for teaching social studies content while integrating standards in English Language Arts. Emphasizes historic, geographic, economic, political and social concepts highlighting the New York State Standards in SS and ELA.

Offered: every spring.

EDU 302 Children, Schools, and the Community 3 Credits

This course is designed to examine the contexts in which a child develops, the relationships of the people in them, and the interactions that take place within and between contexts. There is growing consensus that the needs of children and families must be understood from an integrated systems perspective (i.e., ecological systems theory). The welfare of children is highly interrelated to their families' well-being. Families, irrespective of culture or social class, cannot be separated from the broader social systems within which they are embedded. These major systems include informal support systems (e.g. friends, neighbors, and relatives) in addition to formal support systems, such as those relating to health, education, employment, religion, recreation, housing, and social welfare.

Offered: occasionally.

EDU 303 Research Methods in the Social Sciences 3 Credits

Students will develop an understanding of the research process by learning how to formulate a research problem, design a study, use appropriate methods of data analysis, and interpret research findings. Students will learn how to critically analyze research studies, discuss ethical considerations in conducting research, and discuss the importance of scientific research for educational policy and practice. Each student will conduct an original research study and present their findings to demonstrate understanding of the research process.

Offered: fall.

EDU 356 Assessment for Diverse Learners 3 Credits

Emphasizes the empirical basis for various models of assessment. Analyzes formal and informal assessment strategies including standardized tests, curriculum-based assessment, norm-referenced, criterion-referenced assessment, and alternative methods of evaluation. Highlights use of assessment to promote decisions in planning, teaching, and evaluating for instructional program improvements for grades 1 - 6.

Offered: every fall.

EDU 428 Teaching Math and Science: Supporting STEM Education 3 Credits

Examines inclusive methods and strategies across all mathematical strands and science disciplinary core ideas. Highlights research-based curricular guidelines for STEM education aligned with the New York State's Mathematics, Science and Technology standards. Emphasizes problem solving, inquiry skills and assessment practices.

Restrictions: must be a senior.

Offered: every fall.

EDU 432 Pre Student Teaching 3 Credits

Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the special education-childhood level. Requires 50 hours of field placement.

Offered: fall only.

EDU 493 Student Teaching 12 Credits

Highlights knowledge, skills and dispositions of professional educators.

One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.

Prerequisite: signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.

Corequisite: EDU 497 and EDU 498.

EDU 494 Capstone Seminar for Teacher Candidates 3 Credits

This seminar will be the culminating course that complements student teaching education majors. EDU 494 will revolve around assessments of how well teacher candidates can integrate theoretical principles and core attributes into the practical work of student teaching. Teacher candidates will complete readings, engage in classroom discussions and construct artifacts that will be assessed for their integration of pedagogical knowledge with issues of diversity, ethics, global awareness and social justice. The artifacts will demonstrate how well each teacher candidate's understanding of the four core knowledge attributes is contributing to his or her development as a teacher.

Restrictions: Senior Teacher Education majors only.

Fulfills College Core: Core Capstone

Offered: every fall.

EDU 495 Child Abuse Workshop 0 Credits

This 2 hour course is required for NYS teacher certification. It includes information regarding how to identify and report suspected child abuse and maltreatment.

Offered: every fall & spring.

EDU 496 Prevention of School Violence Workshop 0 Credits

This 2 hour course is required for NYS teacher certification. It includes information regarding how to notice warning signs related to violence and other troubling behaviors in children as well as regulations and policies related to a safe nonviolent school climate. Candidates will also learn how to participate in an effective school/community referral process for students exhibiting violent behavior.

Offered: every fall & spring.

EDU 497 Dignity for All Students Act (DASA) Workshop 0 Credits

Provides six hours of training on the components of the Dignity Act, how school climate impacts students achievement and behavior, understanding diversity and multi-cultural environments, and understanding bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.

EDU 498 Student Teaching Seminar 3 Credits

Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.

EDU 499 Independent Study 3 Credits

An independent study requires the signature of the department chair and the associate dean. Independent studies require an application and approval by the associate dean.

Prerequisite: signature of the program director & associate dean.