SUNY Empire State University
Non-matriculated courses
Professional Development for Religious and Independent School Teachers
Fall 2024

Master of Arts in Teaching in Middle Childhood/Adolescent Education

EDUC-6080 THEORY TO PRACTICE for SECOND LANGUAGE ACQUISITION 3 cr.
Theory to Practice for Second Language Acquisition introduces the work of teaching children and adolescents English as a New Language (ENL). The course begins with background on how one learns a single native language or bilingualism in early childhood. It continues with an exploration of who the students are and how the acquisition of their first language factors into that of their second. There is an introduction to theories of second language acquisition followed by a focus on practices supported by research and theories. The course ends with a final project that connects theories and research with practice

EDUC-6082 RESEARCH-BASED METHODS FOR TEACHING ENGLISH LANGUAGE LEARNERS 3 cr.
Research-based Methods for Teaching English Language Learners introduces the goals and strategies of effective teaching for learners of English as a New Language (ENL). The course begins with a focus on the students and their educational needs. It continues with an introduction to methods for effective teaching based on research. Field observations provide opportunities to connect practices with theories and research. Projects include individual lesson planning.

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

SPED-6010 CHILD DEVELOPMENT

education teacher candidates will be required to complete 10 classroom observation hours with a certified special education teacher in a grade 1-6 classroom.

SPED-6055 TEACHING EXCEPTIONAL CHILDREN IN INCLUSIVE SETTINGS 3 cr.

This course is designed to prepare teacher candidates in instructional planning, management, and delivery of instruction to students with disabilities in grades 1-6. It also addresses classroom management and organization practices designed to establish optimal learning environments for all students. Teacher candidates will learn about instruction planning utilizing evidence-based practices in special education, universal design principles and assistive technology, providing meaningful access to general education classrooms and curriculum for students with disabilities. The candidates will learn about designing and delivering appropriate accommodations and modifications to students with disabilities in grades 1-6. Emphasis will be placed on diversity issues,federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement and individualized educational plans; and professional practice in special education. Teacher candidates will explore historical and current research in special education, primary models of curriculum and pedagogy in the field, and the relationship between critical aspects of the development of children with disabilities and the creation of inclusive learning opportunities for all children. The course will address the collaborative roles of a multidisciplinary approach to supporting children with disabilities in inclusive or self-contained classrooms. Teacher candidates must complete a minimum of 10 hours in a classroom observing or assisting a certified special education teacher to explore the relevance of the topics they are

CURI-6010 NEW MEDIA AND NEW LITERACIES 3 cr.

This course is designed to explore the implications of new media and new literacies in social, political, economic and personal spheres. Students will investigate theories and research related to meaning- making in and around the contexts of contemporary social media. In addition, students will work collaboratively and collectively to build their knowledge in how these media are created, used, interpreted and re-used by themselves and others. They will explore how affinities for these media enable us to think differently about what it means to read, write, listen, speak, view and participate in often over lapping, and at times juxtaposed, communities of practice. Rather than focus on producing new media, this course will explore the impact new media and the resulting new literacies have on membership in existing and emerging communities of practice.

CURI-6015 LEADING IN A LEARNING ENVIRONMENT 3 cr.

This course is designed to examine leadership roles and leadership needs in 21st century education. Students will explore various leadership designs and styles alone and in relationship to curricular planning, professional development, and community outreach. Students will examine learning environments to develop strategies and programs around leadership that coincide with the needs of contemporary learners.

CURI-6050 LITERACY ASSESSMENT 3 cr.

In this course, students will explore a variety of intervention and assessment models for reading, writing, speaking, listening, and viewing as they apply birth - grade 12 learners. Response to Intervention (RTI) across grade levels, with particular attention to implementing RTI with English learners, will be a primary focus of the course. Case studies will be used to familiarize students with the assessment, diagnosis, and remediation process. Students will administer an informal reading inventory (IRI) to a K- high school student and use the information to pair students with appropriate instructional mater TE.smrg0 G0 0 1 hd4pse. Cwith-3((ie)5ncide witC)-3(and)-(hav-4(ams)-4(a)]TETC

EDET-6020 ISSUES AND ETHICS IN THE DIGITAL AGE 3 cr.

In this course students will explore major issues related to knowledge production and learning in our digital age. Students will be introduced to pressing issues in the use of technology in various learning environments, and reflect on the assumptions we make about knowledge, creativity, and social dynamics based on our choices. Any one of the topics raised is suitable for more in-depth study as an elective. Topics will include: privacy and security, intellectual property rights, the nature of creative comm