

SUNY Empire
Non-matriculated courses
Professional Development for Religious and Independent School Teachers
Summer 2021

Master of Arts in Teaching in Middle Childhood/Adolescent Education

EDUC-6045 TEACHING DIVERSE LEARNERS 3 cr.

This course addresses diversity in contemporary schools, the ways children and families from various cultures are affected by and affect schools, and the role of the teacher and the curriculum in creating open and safe classroom environments conducive to learning. Students understand how to adapt instruction to the needs of diverse learners. Topics include: cultural, ethnic, racial and diversity issues in education; socioeconomic diversity; teacher cultural bias, attitudes and related behaviors; exploration of social identity; deculturalization and the history of education on dominated cultural groups; curriculum and instruction for the diverse student; gender equity, gender and sexuality; gender bias, caring teaching skills; classroom management; various culturally responsive teaching methods, and the impact of bullying on academic achievement on targeted populations. Additionally, students will reexamine ways to foster family and school community partnerships.

Learning Objectives: • Gain an understanding of diversity and multiculturalism through the lens of race, ethnicity, gender, sexuality, and class dynamics associated with diverse learners; • Develop culturally responsive lesson plans specifically designed for diverse learners and learn about culturally responsive pedagogies; and • Develop and present two micro-teachings that reflect culturally responsive pedagogies.

EDUC-6050 CONTENT AREA STUDY: ENGLISH 3 cr.

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

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

EDUC-6055 CONTENT AREA STUDY: SPANISH 3 cr.

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

Learning Objectives: • Develop high quality lesson plans for advanced Spanish content; • Master advanced grammar techniques in Spanish; and • Become versed in Spanish literature and learn multiple ways of teaching it.

EDUC-6060 CONTENT AREA STUDY: MATH 3 cr.

An array of content area topics in grades 7-12 mathematics will be explored to enable students to strengthen their content area background. While learning new content, students will develop lessons, teaching methods and materials for use with their own pupils. Students are encouraged to link their content across disciplines.

The National Council of Teachers of Mathematics (NCTM) six principles for school mathematics will form the foundation of this course with specific attention given to the NCTM content and process standards. In addition, the Common Core (CC) learning standards will be used to inform students.

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

EDUC-6065 CONTENT AREA STUDY: SCIENCE 3 cr.

In this online course, science and STEM teachers and educators begin with an opportunity to deepen their understanding of a concept or application (approved by the instructor) within the standards-area relevant to their educational environment. Their science study is then posted for instructor assessment and peer review. The latter portion of the class consists of a team-developed science project that could be shared with other schools or science organizations. Although the teams develop their own project area, participants are given framing guidelines for the type of projects, the student and teacher resources, and the educational/scientific extensions that can support the project and justify its instructional design. Guidelines also structure and evaluate the participation of individuals and of team members. The intention is that these science projects could be extended to other schools through 21st century technologies (tutorials provided). Both synchronous and asynchronous interactions will be required throughout the course.

Learning Objectives: • Understand a science content or application area in greater depth; • Design a science project or field trip that could be implemented within a classroom, shared with other classes, and possibly serve as an example of "citizen science"; and • Benefit from distance collaboration with fellow participants and extend and employ their 21st century communication skills for the enhancement of science learning and education.

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

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

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

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

SPED-6040 CHILDREN WITH DISABILITIES: SEVERE & PROFOUND 3 cr.

This course prepares the pre-service and in-service special education teacher candidates to teach children with severe and profound disabilities in a variety of classroom settings. This course is comprised of an overview of developmental disabilities, etiology, characteristics, genetic disorders, and frequency of developmental disabilities, diagnostic, instructional services and behavior interventions, and findings of current research. Students must complete at least 5 hours in the classroom working with a certified teacher to explore the relevance of the topics they are studying to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice.

Learning Objectives: • Apply their knowledge of children with severe and profound disabilities to lesson planning and classroom instruction. • Apply appropriate services and behavioral interventions based on

individual disabilities. • Relate their knowledge of children with severe and profound disabilities to use technology and assistive technology to enhance classroom instruction.

SPED-6045 BEHAVIORAL MANAGEMENT & INTERVENTION 3 cr.

This course is designed to help pre-service and in-service teachers identify, record, evaluate, and intervene with students who are displaying behavioral difficulties in the classroom. The course teaches universal and targeted behavior management assessments, techniques, and interventions for special educators within school-wide, classroom, and individual settings. This course focuses on both low and high-incidence emotional and behavioral problems encountered in general and special education environments. Specific emphasis will be on understanding the characteristics and interventions that work with the most challenging students, and assessment and intervention techniques for students with intensive behavioral needs will be emphasized. Intervention techniques will include functional behavior assessment, positive behavior support, crisis management, and applied behavior analysis. Students will learn how to develop classroom and individual behavior management plans. Students must complete at least 5 hours in the classroom working with a certified teacher to explore the relevance of the topics they are studying to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Learning Objectives: • Apply their knowledge in the development of behavioral strategies and intervention plans; • Collaborate with related professionals to address target behaviors and develop a behavior intervention plan; • Effectively and skillfully apply the principles of Functional Behavior Assessment and Positive Behavior Support in the treatment of problem behavior.

SPED-6070 SUCCESSFUL TRANSITIONING THROUGH PARTNERSHIP & COLLABORATION 3 cr.

This course prepares pre- and in-service special education teachers to assist exceptional students with postsecondary planning. It is critical that students with exceptionalities receive explicit support from various educators, in addition to school counselors and psychologists, in making various essential life choices as they move from late adolescence to dealing with the challenges of adult life. Therefore, this course is designed to provide the pre-service special education teacher with various methods in developing partnerships on behalf of the exceptional student. To this end, the course will address how to assess the severity of a student's disability, understand the various needs for support at a postsecondary institution, discuss programmatic differences at colleges and universities, comply with testing accommodations for required examinations enlist community agencies, counsel for the transition to independent living, explain the implications of changes to classification status, and work through complex application procedures. In an effort to foster and develop a culturally competent framework, participants will learn through a variety of readings, activities, reflections, and online discussions concerning how to foster positive relationships between the school and the family, the special education student and the school, and explore critical perspectives on the school and community relationship. Particular attention will be given to developing collaborative and co-teaching skills and experiences in the inclusive classroom. Students must complete at least 5 hours in the classroom working with a certified teacher to explore the relevance of the topics they are studying to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Learning Objectives: • Prepare the exceptional student for postsecondary education with related professionals and agencies; • Prepare the exceptional student to self-advocate for services; and • Partner with the student and family during the transition process.

Master of Education in Curriculum and Instruction

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 overlapping, 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.

Learning Objectives: • Understand the ways in which evolving fields of new media and new literacies intersect, diverge and impact the way people learn. • Demonstrate how digital technology influences the process of creating, redesigning, assessing, and validating information. • Describe different ways knowledge can be organized and distributed and the subsequent social, political, and economic impact of various organizational systems and affiliations. • Explore the tools used to communicate, collaborate, and participate in new media and new literacies and critically evaluate the affordances of these tools in different social contexts.

CURI-6030 FOUNDATIONS OF LITERACY 3 cr.

This course will focus on psychological, sociological, linguistic, socio-cultural, and historical foundations of current literacy theory and practice. Theoretical perspectives including behavioral perspectives, semiotic and multiliteracies perspectives, cognitive perspectives, sociocultural perspectives, and critical and feminist perspectives are among those that will inform the integration of literacy and technology as viewed in new literacy studies as well as the global marketplace. Students will research sociocultural-historical perspectives on literacy in order to understand the dominant role cultural belief systems, social rules and conventions, and professional opportunities have in the interconnected process of literacy learning.

Learning Objectives: • Students will create a multimedia presentation on a noted literacy educator to demonstrate an understanding of the historically shared knowledge of the profession and changes over time in the perceptions of the reading and writing process, components, and development. • Students will gain an understanding of how print develops from birth through adolescence, and demonstrate knowledge of the major concepts of literacy specifically focusing on the major components of reading: phonemic awareness, word identification and phonics, vocabulary, background knowledge, fluency, motivation, comprehension and close reading strategies. • Students will demonstrate an understanding of the relationship of research and theory to classroom practice in literacy, particularly for students who have historically struggled with reading and written expression.

CURI-6045 LITERACY & LITERATURE 3 cr.

This course examines ways in which literature, as the written, digital and visual representation of human experience, enhances our ability to make meaning of the processes and products of human thought, feelings and behavior. Characteristics of various genres are explored throughout the course. Ways in which literature opens a dialogue between writer, reader and responder are analyzed. Learning activities serve to expand the understanding of written expression through a survey of literature that uses the K-12 Common Core Standards as a framework. Students will be able to understand the ways in which different genres influence the reading and writing experience, and they will comprehend how K-12 students make meaning from text. Evaluation will encompass online discussions, written reflections, and projects designed to augment individual learning and professional objectives.

Learning Objectives: • Identify, evaluate, and utilize a variety of texts and text-types focused on a specific unit of study. • View literacy broadly to encompass students in-school and out-of-school literacies and where they intersect. • Positively and constructively provide and evaluate their own instructional decisions as they relate to literacy, as well as the decisions of colleagues.

CURI-6070 UNDERSTANDING DIVERSE LEARNERS 3 cr.

This course addresses diversity in contemporary schools and settings, the ways children and families from various cultures are affected by and affect schools, and the role of the teacher and the curriculum in creating an open and tolerant environment conducive to learning. By the end of this course, it is expected that

students will have expanded their understanding of how to differentiate and how to adapt instruction or communication with diverse populations. Topics that will be addressed in this course include: cultural, ethnic, racial, and socioeconomic diversity, related behaviors, bias and attitudes, exploration of social identity, the history of education on dominated cultural groups, gender equity, gender and sexuality, and community engagement.

Learning Objectives: • Exhibit an understanding of the ways in which children and families from various cultures are affected by and affect schools. • Create open and tolerant educational environments conducive to student learning. • Differentiate and adapt instruction or communication with diverse populations. • Research and write about the importance of diversifying education to reach all learners.

CURI-6075 SOCIAL FOUNDATIONS OF EDUCATION 3 cr.

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

Learning Objectives: • Demonstrate critical thinking regarding social, political, economic, and historical contexts in which the US educational system exists. • Construct meanings regarding roles of the K-12 schools and other community institutions in preparing students to become effective citizens in a democratic republic. • Evaluate the relationship between a school and its surrounding community in regard to meeting diverse students' learning needs.

CURI-7122 RESEARCH DESIGN 3 cr.

This course introduces students to quantitative, qualitative and mixed educational research methods, procedures, and best practices. This course fosters critical thinking in terms of evaluating the quality and value of different research methodologies and different kinds of research studies in education. This course discusses the importance of high-quality research to best determine solutions to educational problems and issues. Topics include an overview and comparison of qualitative, quantitative, and mixed methods; ethics in educational research with human subjects; the development of a research question, including, an introduction to the components of an annotated bibliography and a literature review; statistical techniques; causation, validity and reliability; and testing and assessments relevant to educational settings.

Learning Objectives: • Describe and evaluate the processes of educational research, including the components of quantitative, qualitative, and mixed methods, similarities and differences, and various arguments for the use of each form of research. • Analyze and critique sample research studies, identifying the key components, methodology, variables, theoretical framework, and ethical issues. • Understand the key processes involved in constructing a literature review. • Demonstrate an understanding of how research, theories, and policies have impacts upon one's chosen topic. • Complete a draft of an introduction to a literature review, and a literature review.

Master of Arts in Learning and Emerging Technologies

EDET-6010 MEDIA LITERACIES IN EMERGING TECHNOLOGY 3 cr.

This course is designed to explore emerging technologies and 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 overlapping, and at times juxtaposed, communities of practice using emerging technologies. This course will explore the impact new media and the resulting new literacies have on membership in emerging communities of practice.

Learning Objectives: • Understand the ways in which evolving fields of new media and new literacies intersect, diverge and impact the way people learn and interact; • Demonstrate how digital technology influences the process of creating, redesigning, assessing, and validating information; • Integrate multimodal literacy theory into learning design and other contexts.

EDET-6027 IMMERSION: VIRTUAL, AUGMENTED & 360 REALITIES 3 cr.

Virtual and augmented realities (VR/AR) and work with 360 cameras are bringing new promise to education, organization and communication venues, industry, particularly retail and tourism, and to museum exhibitions. In this course, students will study and situate this fast-evolving field, developing a basic VR, AR or 360 application thereby giving a perspective on the current state-of-the-art in application development. Students will also research and document ways that immersive virtual and augmented reality and real-world technologies can affect cognition and behavior, considering how these realities could be integrated into a field of professional interest. Occasional synchronous online meetings will be held. No prior knowledge of VR, AR, or 360 technologies is necessary, however, students must have a willingness to work with and explore emerging technologies. This is an 8-week offering.

Learning Objectives: • Study and document the fast-evolving field of immersive virtual, augmented and real-world technologies from both an education and an application perspective; • Develop an introductory, basic VR, AR or 360 camera application; • Gather insight into VR/AR/360 development and applications through exploration and through interactions with colleagues.

EDET-6075 ASSISTIVE TECHNOLOGIES & LEARNING 3 cr.

This course is an introduction to the study of Assistive Technology. Students will examine the use of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities. Students will investigate types of assistive technologies, functional assessments, resources, ADA compliance, legal issues, and school and workplace responsibilities. Students will discover the latest technologies to help individuals who struggle with communication, literacy, and learning. The course will feature tools that improve and compensate for challenges relating to speaking, understanding, reading, writing, and thinking and remembering, as well as an examination of strategies to help individuals become more organized and efficient. It will present an overview of the uses of technologies to help students explore specific resources they can use to enhance success in the classroom or workplace. The use of tablets and cloud-based products will be highlighted. Online resources and social networking tools are presented to enable students to learn about innovative products as they become available. Students complete a research project demonstrating their understanding of assistive technology.

Learning Objectives: • Examine the use of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities; • Investigate types of assistive technologies, functional assessments, resources, ADA compliance, legal issues, and school and workplace responsibilities; • Apply knowledge of assistive technologies to a particular learning environment.

EDET-6080 EVALUATION ASSESSMENT & DATA-DRIVEN LEARNING DESIGN 3 cr.

Due to shifting and emerging professional standards, educators and administrators will need to use tools that will better allow them to gauge the effectiveness of instruction at the student, course, program and institutional level. This often requires the use of data collection or mathematical models and measures to assess effectiveness and educational activities. This course will address the tools instructors and educational assessment professionals use to assess learning, processes for evaluating educational programs, and resources to help make data driven educational decisions with particular emphasis on technology mediated

learning environments and tools. This course will also provide an overview the 'big data' driven field of learning analytics and how this may shape the field of educational assessment.

Learning Objectives: • Conceptualize and utilize statistical methods employed in educational assessment for reliability, validity, norms and criteria; • Evaluate prominent analytics methods and tools and determine appropriate contexts where the methods would be most effective; • Detail various elements organizational leaders need to consider to roll out an integrated knowledge and learning analytics model in an organizational setting.

EDET-6130 FACILITATING LEARNING WITH EMERGING TECHNOLOGIES IN BLENDED AND ONLINE ENVIRONMENTS 3 cr.

Students will consider facilitation and teaching approaches that enhance participant learning, engagement, collaboration and success. The seminar will involve engagement in related theory and practice of teaching in online and blended environments. Topics will include new literacies and digital epistemologies, rethinking teaching pedagogy, mediating the co-creation of knowledge within networks, and accessing and creating digital resources. Participants will develop, demonstrate and evaluate learning activities individually and in teams. Topics will include areas such as the use of games, social media in teaching, badging, and critical literacies for all generations of learners.

Learning Objectives: • Survey current contextual factors impacting new modes of learning across the lifespan, in formal and informal settings. • Compare learning theories and their impact on curricular and pedagogical decisions. • Apply design-based research to support effective instructional strategies in blended and online environments. • Demonstrate strategies for integrating various technology resources into learning activities for blended and/or fully online environments. • Demonstrate knowledge of Universal Design for Learning, ADA compliance, and appropriate tools and approaches that support diverse learners. • Justify effective evaluation strategies for assessing student understanding and for improving student learning and communication.