

SUNY Empire State University
Non-matriculated courses
Professional Development for Religious and Independent School Teachers
Spring 2025

MASTER OF ARTS IN TEACHING IN MIDDLE CHILDHOOD/ADOLESCENT EDUCATION

EDUC-6130 LITERACY ACROSS THE CURRICULUM 3 cr.

This course examines the role of reading, writing and language within the curriculum and the impact of literacy on specific content areas. Students develop strategies and skills in exploring relevant content literature and using technology to acquire and manage information. Students gain experience in designing and implementing literacy lessons within the content area. Students will design a community literacy project integrating content area and literacy strategies that address the needs of a variety of stakeholders.

EDUC-6081 LINGUISTICS AND GRAMMAR FOR ENGLISH TEACHING 3cr.

Linguistics for English teaching introduces all educators to the study of language in all content areas for literacy development. The course begins with a focus on the sound system of English and then moves to the system of words and sentences. It focuses on making meaning of phonology, morphology, semantics, syntax, and pragmatics, and then concludes with the teaching of grammar as applied to educational settings. This course is tailored for all educators including those who work with ENL, bilingual, dual-language and multilingual students.

EDUC-6083 TEACHING ENGLISH LANGUAGE LEARNERS IN THE CONTENT AREA 3cr.

As English Language Learners (ELLs) gain proficiency beyond the beginner stage, they become prepared to enter mainstream courses in the content areas. This course prepares teachers of content areas, teachers of English as a New Language (ENL), bilingual, and dual language to collaborate in meeting the needs of ELLs who have entered mainstream courses. It offers strategies for helping ELLs reach their potential as they continue to advance in English proficiency while learning in the content courses. Topics include the use of educational technologies and strategies for authentic assessments. This course is tailored for teachers working with language learners in ENL, bilingual, or dual language classrooms.

MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

CURI-6005 INTRO TO CRITICAL PEDAGOGY 3cr.

This course is designed to create a discourse community that questions hegemonic practices, contributing to a larger collective conversation. Through the study of critical ethnographies, students will examine current educational assumptions to develop critically reflective practice and transform thinking. Students will deconstruct dynamics of critical pedagogy through the lenses of diversity including race, gender, and class, developing layered analysis of principles, theorists, and views.

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.

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-6016 CREATING SAFE SCHOOLS AND COMMUNITIES 3 cr.

This course will explore school and community safety from a multidisciplinary approach. Drawing on research and theoretical perspectives from the fields of Education, Psychology, Social Work, and Criminology, students will explore both current and historical approaches to the prevention of violence in schools and communities in the United States. With billions of dollars being spent annually in the U.S. to make schools and communities safe, what prevention efforts are actually effective? Students will analyze different strategies that school districts and communities across the country currently utilize to prevent bullying and harassment, physical fights, weapon carrying, gang activity, firearm violence, suicide, and hate speech/crimes. Special attention will be paid to the factors that make violence such a pervasive and persistent issue in the United States. Best practices and research-based model programs, from what teachers can do in their individual classrooms to broader community level preventive efforts, will be integrated throughout the course.

CURI-6020 CONTEMPORARY ISSUES IN LEARNING AND TEACHING 3 cr.

This course examines current policies that affect learning and instructional practices in educational environments across various settings. Problem-solving strategies are used to identify and develop best practices that respond to challenges arising from contemporary issues in society. This course also reviews changes in federal and state curriculum mandates and examines the theoretical underpinnings of current educational practices and societal dynamics. Students will research the history, current developments, and predictable future developments of a self-chosen issue while also reflecting on effective teaching and learning strategies in response to the issue.

MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY AND LEARNING DESIGN

EDET-6005 LEARNING WITH EMERGING TECHNOLOGIES: THEORY AND PRACTICE 3 cr.

This course examines and applies the research, theory and practice of using innovative technologies for improving teaching, learning, and communications. Educators and communicators from government and industry can explore education, sociology, and instructional design literature related to technology-supported learning and 21st century skills, developing reports and papers that analyze and then apply this knowledge to their particular interests. Assistive technologies and instructional design considerations for learners with disabilities, as required by the American Disabilities Act, are addressed as well. Participants will also develop various emerging technologies (tutorials provided within the course), practicing and applying learning and design principles in nascent technology efforts geared

towards their intended learners. Throughout the course, participants will share their works and ideas with colleagues in a professional, supportive environment. the course concludes with a collaborative project that previews the role of curriculum and assessment using the context of planning for a virtual environment. (Occasional synchronous meetings.)

EDET-6010 MEDIA LITERACIES IN EMERGING TECHNOLOGIES 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

EDET-6015 INSTRUCTIONAL DESIGN FOR ONLINE LEARNING ENVIRONMENTS 3cr.

The collaborative potential of online tools requires instructors to consider shifts in their pedagogy - to more mindfully plan, facilitate and guide. This represents a change in the roles and relationships between teachers and learners, and requires more attention to the instructional design and interactive communicative strategies of virtual learning experiences. In this course, students are introduced to instructional and digital design principles in order to apply them in a project that can be used as a component for their advanced design portfolios, or final capstone projects . Consideration is given to effective visual communication in digital environments. The course explores stages of the instructional systems design (ISD) process, and strategies for designing and developing multimedia instructional materials. An important aspect of online instructional design is understanding and responding to the context in which instructional materials will be delivered, and the needs, expectations and capacities of the participants. Students will explain their thinking during the creation of a project and demonstrate their understanding of these expectations.

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 commons, access and equity, ethics and legal challenges, digital democracy. Students will consider these concerns as they move into discussions on future trends by reading a variety of current reports, such as: MIT's Technology Review, and the New Media Consortium Educause's annual Horizon Report.

EDET-6035 ADVANCED INSTRUCTIONAL DESIGN WITH MULTIMEDIA

This course focuses on the advanced instructional design techniques and related practices necessary to complete an independent online project in collaboration with a subject-matter-expert. The course will also consider approaches to organizing, scaling and administering instructional design with content developers. The culminating project will demonstrate capacities to work with a subject- matter- expert and to provide potential learners with a collaborative learning environment. Instructional design, project planning, accessibility and universal design principles will be covered and applied in the development of a pilot version of the project. In addition, the project will be contextualized within a larger environment

of managing multiple instructional design projects. For students without a connection to a subject-matter-expert, opportunities will be provided for projects.

EDET-6060 DIGITAL TOOLS FOR EDUCATION AND TRAINING 3cr.

Educators and training Professionals have access to an overwhelming number of technologies that offer powerful capabilities for creating high-quality digital learning tools. This course will examine and identify effective digital tools to impact participant engagement, meaning-making and improve learner outcomes for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning context. The experience will be hands-on and might include areas such as improving presentations and instructional materials, simplifying record-keeping, performing data analysis and graphic presentation, creating digital stories, use of communications and presentation technology in the classroom or training environment. In addition, digital tools and strategies selected will be assessed in relation to their alignment with standards for teachers and trainers. The students will research, evaluate and analyze digital tools, internet based applications, social media, mobile applications and other technologies that may be adopted for teaching and learning with diverse groups of learners in face-to-face, blended or online learning environments. Students prepare independent projects and share research.

EDET 6065 EMERGING MEDIA & THE ARTS: THEORY & PRACTICE 3cr.

This course builds on experience in digital media, human interaction, interface design, learning design, performance theory and practice, or any creative process or expression medium. The course explores ways in which digital media alter the potential of human interaction, learning and performance, from virtual immersion, gaming, to stage design and collaborative improvisation. It draws on theories of communication and mutual engagement from performance studies, some psychology, educational theories and applies them to the analysis of interaction in varying contexts. A core intellectual concern is the nature of human engagement – in all its forms – and the use of technology as a means of enriching or enhancing it. The course has multiple strands. One is for arts students who wish to gain additional skills in computer mediated communication, interaction design, media and electronic arts and associated technologies. The other is for technically literate students who wish to be trained in performance theory and practice. The other is for the educator exploring the potential of learning in digital immersive technologies. The course draws upon multimedia systems and interaction design, performance theory and performance practice, learning theory and technology. Group and collaborative projects will use various software applications, with a focus on ISADORA programming and will typically involve the construction of a performance/learning environment.

EDET 6080 EVALUATION ASSESSMENT AND DATA DRIVEN LEARNING DESIGN 3cr.

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 an 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.

EDUC-6125 DEVELOPING AN INTEGRATED IMMERSIVE STEM LEARNING ENVIRONMENT

In a STEM or STEAM (science, technology, engineering, mathematics, possibly enhanced with an arts perspective) learning environment, within an area of your selection (approved by the instructor), you develop a focused learning environment and supportive technologies on a deep level, delineating a cohesive extended project, educational outreach, or professional-development framework and articulating an education and assessment plan.