

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

Master of Arts in Teaching in Middle Childhood/Adolescent Education

EDUC-6015 EXCEPTIONALITIES: INDIVIDUALIZED LEARNING 3 cr.

This course provides an overview of theories and research about students with special needs and a range of exceptionalities, as well as issues and strategies in developing educational programs and adapting instruction to meet the needs of all students. Students develop awareness of and sensitivity to individual differences and learn how to individualize instruction in the context of their certification areas. Topics include: physical, emotional and learning disabilities; gifted and talented students; gifted and talented students and computers; individualizing instruction for all students; uses of assistive and adaptive technologies and computers to meet special needs; inclusion; and assessing behavior problems and planning, implementing, and evaluating interventions. Students complete at least 12.5 hours in a middle or high school classroom (appropriate to the certification area) working with a certified special education teacher to explore the application of what they are studying to a classroom setting.

EDUC-6020 TEACHING AND LEARNING: ENGLISH 3 cr.

This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. The study of teaching methods and preparation of microteaching sessions are related to secondary English language arts instruction. Topics include: theories and research related to teaching and learning; general teaching methods and materials, and developing instructional objectives; advantages and disadvantages of various teaching methodologies; instructional and behavioral components of classroom management; techniques of self-assessment and assessment of student learning; and uses of technology to enhance learning, and the cognitive and social aspects of technology mediated learning. This class has four synchronous, face-to-face classes held at local college facilities.

EDUC-6025 TEACHING AND LEARNING: LOTE 3 cr.

This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. The study of teaching methods and microteaching sessions is related to the student's area of certification in middle and high school. Topics include: theories and research related to teaching and learning; general teaching methods and materials, and developing instructional objectives; advantages and disadvantages of various teaching methodologies; instructional and behavioral components of classroom management; techniques of self-assessment and assessment of student learning; and uses of technology to enhance learning, and the cognitive and social aspects of technology mediated learning. This class has four synchronous, face-to-face classes held at local college facilities.

EDUC-6030 TEACHING AND LEARNING: MATH 3 cr.

This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs

and attitudes and their own teaching styles. Topics include: theories and research related to teaching and learning; general teaching methods and materials, and developing instructional objectives; advantages and disadvantages of various teaching methodologies; instructional and behavioral components of classroom management; techniques of self-assessment and assessment of student learning; and uses of technology to enhance learning, and the cognitive and social aspects of technology mediated learning. This class has four synchronous, face-to-face classes held at local college facilities.

EDUC-6035 TEACHING AND LEARNING: SCIENCE 3 cr.

This course prepares students for the rigors of teaching science in the era of reform-based education. This course integrates best practice science education, applied educational psychology, use of data probes and 21st century technologies, inclusion of science literacy, and ongoing interactions with course participants. The course prepares participants to create effective inquiry-based lessons within the NYS Core Curriculum, using understandings gained from textbooks, readings, the Framework for K-12 Science Education and from joining the National Science Teacher Association. Participants will also study how to prepare students for the NYS Regents. Lessons will be submitted within a framework aligned with edTPA. The online portion of the course contains both synchronous and asynchronous components and the regional portion include micro teaching activities. A computer with graphic-capability and high-speed internet and a video-capture device are required; data probes must be purchased. This class has four synchronous, face-to-face classes held at local college facilities.

EDUC-6040 TEACHING AND LEARNING: SOCIAL STUDIES 3 cr.

This course examines the complex relationship between teaching and learning in middle and high school; relationships between various teaching strategies and students' learning styles and needs; different teaching strategies that work with children of different ages; and relationships between students' assumptions, beliefs and attitudes and their own teaching styles. The study of teaching methods and preparation of microteaching sessions are related to secondary social studies. Topics include: theories and research related to teaching and learning; general teaching methods and materials, and developing instructional objectives; advantages and disadvantages of various teaching methodologies; instructional and behavioral components of classroom management; techniques of self- assessment and assessment of student learning; and uses of technology to enhance learning, including computers as an interactive medium and as a tool, and the cognitive and social aspects of technology mediated learning. This class has four synchronous, face-to-face classes held at local college facilities.

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. This course is fully online.

EDUC-7010 EDUCATIONAL EVALUATION 3 cr.

This course focuses on developing skills and a clear understanding of research-based best practices for evaluating student learning and teaching effectiveness. The course emphasizes the use of research-based theories and practices for assessing student learning, developing assessment strategies and analytical skills in order to modify instruction and adapt instructional materials, utilizing best practices for documenting student learning, and using technology to enhance and improve assessment practices. Students who take this course will need to have access to a classroom where an assessment activity can be planned and implemented, and data can be collected and analyzed.

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

SPED-6025 TEACHING AND LEARNING ACROSS THE CONTENTS: METHODS 1 3 cr.

This methods course examines the complex relationship between teaching and learning across the contents of Social Studies, Math, Science and English Language Arts to prepare the teacher candidate for the general education classroom, 7-12. Teacher candidates will examine the relationships between various teaching strategies and diverse students' learning styles and needs; individualize instruction; explore the relationships between teacher candidates' assumptions, beliefs and attitudes and their own teaching styles; and reflect on their own experiences as learners to gain insight into these issues. The study of teaching methods and micro-teaching sessions will relate to the four content areas. All teacher candidates will study issues related to adolescent development; be familiar and develop lessons based on the Common Core Standards, theories and research related to teaching and learning; content specific teaching methods and materials, and instructional objectives; advantages and disadvantages of various teaching methodologies; techniques of teacher candidates self-assessment; uses of technology to enhance learning as an interactive medium and as a teaching tool, and the cognitive and social aspects of technology mediated learning. Students must complete at least 10 hours NT/ 5 hours CT of classroom observations (appropriate to the content areas) with a certified teacher. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Teacher candidates will teach two peer instructed microteaching lessons. Pre-Requisite: EDUC-6010

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. This course is typically offered in the fall and spring.

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-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. Additionally, students will read and become well versed on leadership strategies and initiatives, current and historical educational policy, and leadership outreach initiatives that affect learners and the community. They will

share some common readings while selecting others to satisfy individual and group inquiries. This course is typically offered in the fall and spring.

Learning Objectives: • Articulate various forms of leadership and select strategies that make each successful. • Initiate programs and policies that optimize learning for all members of educational communities: K-16 students, staff, teachers, administrators, parents/guardians, and community members. • Collaborate in developing a learning reform model grounded in critical thinking, educational policy, current research and emerging employment and cultural trends. • Begin to analyze the role of data in leadership and school settings.

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.

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-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 also will 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.) This course is typically offered in the fall and spring.

Learning Objectives: • Understand and define the foundational education and design principles that can elucidate and frame the evolving nature of communication presently possible through emerging technologies. Plan creatively for the use of emerging and existing technologies in effective ways to meet their own professional and personal needs. • Experience the role that technology-facilitated professional support, interactions, and collaborations can play in increasing learning.

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

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. This is a required course for the Teaching and Learning with Emerging Technologies advanced certificate. This course is typically offered in the fall and spring.

Learning Objectives: • Demonstrate knowledge of instructional design theory. • Explore methods for the completion of a prototype online instructional design appropriate to an area of interest or specialization. • Demonstrate this knowledge in the evaluation of other students work.

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, Ray Kurzweil's AI.net site, Jamais Casco's Open the Future, and the New Media Consortium/Educause's annual Horizon Report, and their Top Teaching and Learning Challenges Project. In the process, they will investigate various

strategies for studying futures, including scenarios, prediction markets, the Delphi method, environmental scanning, and crowdsourcing. This course is typically offered in the fall and spring.

Learning Objectives: • Consider social and ethical issues in technology and learning. • Analyze and respond to ethical case studies related to technology. • Synthesize research for a literature review on a topic of choice.

EDET-6025 ASSESSING LEARNING IN DIGITAL ENVIRONMENTS 3 cr.

Designing, developing, and learning within digital environments presents new challenges to our understanding of knowledge and skills; to the assessment of learning; and to understanding what constitutes effective participation in such environments. Using both collaborative and independent work, within this course, students will study the literature on digital environment evaluation and will seek to explore and define models of interactions and their assessment that can provide direction, support, and insight to designers and instructors of digital environments. Upon studying the rich, diverse, and novel ways in which humans can learn in these environments and the many emerging tools to assess learning, students will consider ways to value, document, capture, analyze, and evaluate the complex formal and informal ways that learners are making meaning within technology-mediated learning-and-communications environments. This course is typically offered in the fall and spring.

Learning Objectives: • Distinguish appropriate from inappropriate item types for measuring a given learning outcome. • Construct assessment plans utilizing emerging technology appropriate to enhance the process of assessment of learning. • Create an assessment that meets professional standards.

EDET-6035 ADVANCED INSTRUCTIONAL DESIGN 3 cr.

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 & TRAINING 3 cr.

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 3 cr.

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-6095 PRACTICUM - VIRTUAL WORLDS 1: LEARN, CREATE, PLAN 3 cr.

This course provides participants with opportunities to understand the breath, depth, and applications now available for virtual environments, studying work being done by others and by organizations that are providing software and support to virtual developers. With explicit guidance by tutorials within the course, participants will also develop their own virtual environments using materials of their own creation and materials gathered from the work of other virtual developers (many now available at no cost). Participants will articulate a design framework for the work that they are creating and will consider the activities, curricula, and evaluations, that could suit the purposes for their intended audiences. At the conclusion of the course, participants will determine what they would need to create a pilot of their environment and will consider how they might continue and extend the development work that began within this course.