Master of Arts in Teaching in Middle Childhood/Adolescent Education

EDUC-6005 US SCHOOLS IN SOCIAL CONTEXT 3 cr.
This course critically examines the philosophical, historic, social and legal foundations of education, as well as contemporary structures, functions and issues in American educational systems. 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. Students complete at least 12.5 hours observing or participating in school and community-based experiences in settings where their schools are located. Individuals registering for this course will do so by location. This course includes online work with some scheduled face-to-face meetings held at Empire State College centers in Western NY (Rochester or Buffalo), Syracuse, Saratoga Springs and New York City (Manhattan).

EDUC-6010 MIDDLE CHILDHOOD AND ADOLESCENT DEVELOPMENT 3 cr.
This course explores theories/research related to middle child and adolescent development and educational psychology within the contexts of families, cultures, communities and schools. The course will focus on physical, cognitive, social and emotional development; theories of learning and teaching; genetic and environmental factors affecting development; individual differences in abilities and developmental patterns; developmental issues and learning needs of students with special needs; and best practices for teaching, assessment, and creating a positive and motivating learning environment. MAT students (who are seeking certification) will be required to complete content specific classroom observation hours with a certified teacher for this course.
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-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-6005 INTRODUCTION TO HISTORY OF SPECIAL EDUCATION LAW 3 cr.
This course will provide a comprehensive overview of the history of education law and the history of education of students with disabilities, advocacy, and disability laws from the mid-20th century. Students will be introduced to the role and responsibilities of the special education teacher in their legal obligation to the exceptional student, parents, and school. Particular emphasis will be placed on federal and New York State Education Department Law- Part 200 mandates and current special education laws and core issues that developed from the disability movement: Individuals with Disabilities Education Act – IDEA (PL 94-142), No Child Left Behind Act (NCLB), Individualized Education Programs (IEP), Parental Rights and Procedural Safeguards, Due Process, introduction to initiatives such as PBIS, FBA and RTI, and future litigation as it comes into effect. Students must complete at least 10 hours (non-certified teacher candidates) or 5 hours (certified teachers) in a classroom observing/assisting a certified special education teacher to explore the relevance of the topics to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice.

SPED-6010 CHILD DEVELOPMENT 3 cr.
This course will focus on physical, cognitive, social and emotional development of children and young adolescents in grades 1-6. The course explores theories of development within the contexts of families, cultures, communities and schools. It prepares prospective teachers to understand the needs, abilities and behaviors of children in middle childhood and young adolescence. The course content will address theories of learning and teaching; genetic and environmental factors affecting child development; individual differences in abilities and developmental patterns; developmental issues and learning needs of students with special needs; and best practices for teaching and assessment. Teacher candidates will learn strategies in creating a positive and motivating learning environment in grades 1-6 classrooms. MAT special education teacher candidates will be required to complete 10 classroom observation hours with a certified special education teacher in a grade 1-6 classroom.
Master of Education in Curriculum and Instruction

CURI-6005 INTRODUCTION TO CRITICAL PEDAGOGY 3 cr.
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 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 materials. The literacy portion of the Common Core State Standards (CCSS), as well as the International Literacy Association (ILA) standards for assessment and evaluation will be examined as they pertain to curriculum, evaluation, and assessment. Course learning outcomes reflect ILA Literacy Standard 3.
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 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 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.

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-6025 ASSESSING LEARNING IN DIGITAL ENVIRONMENTS 3cr
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.

EDET-6045 DIGITAL GAMES SIMULATION AND LEARNING 3cr
Games, simulations, game elements and playful learning provide different ways to think about how, when and what we learn. Students will explore the research and theory in game and simulation based learning as well as the related fields of game design, psychology, instructional design and education. This will include the analysis and evaluation of when games and simulations are most effective for learning and the associated recommended supportive practices. The theory and practice of game design will be introduced and applied in the development and creation of digital game and simulation prototypes for instruction and learning. Students will have the opportunity to pursue individual areas of interest in digital game or simulation development.
EDET-6055 DIGITAL MEDIA ARTS & TECHNOLOGIES 3cr
This interdisciplinary project-based course applies theoretical learning in digital media arts and technologies to individualized projects that incorporate at least one arts-based technology. Students will have the opportunity to develop their unique aesthetic vision and technical expertise while experimenting with new forms, within the framework of arts-based learning and research. They will design, implement, build, install, program and/or perform for an audience/viewer/learner within the context of their choice, whether this is within mixed media installations, virtual worlds, a live simulcast, or other digital distribution systems. The primary course project will be threaded throughout the course, including processes such as a proposal, storyboard, script, rough cut/dry run, and refined project. The course will include a critical analysis of aesthetic, ethical, social and professional considerations. Students will be expected to use social media, web 2.0 tools, and emerging media environments for course communications and research.

EDET-6080 EVALUATION ASSESSMENT & 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.

EDET-6150 STEM TOOLS, DEVICES & SIMULATIONS 3cr
STEM approaches (science, technology, engineering, mathematics), possibly expanded to include arts (STEAM), create problem-solving environments that are often cross-disciplinary, where technology tools can support, share and accelerate learning and where the arts can add to creativity and innovation. Application areas can range from K12, to higher education, to corporate, to healthcare. Students start by overviewing a variety of STEM / STEAM approaches, tools and projects in multiple disciplines. Then selecting several tools relevant to their learner or client needs, they will design an environment that employs the relevant STEM or STEAM tools and that articulates the conceptual, educational, design, and assessment principles employed. Students must have a laptop or desktop computer, a Webcam, and a good Internet connection. Three online synchronous meetings are conducted at pre-announced times; for tools that are not web-based applicants must supply their own devices.