

EDUCATION GRADUATE (EDG)

EDG 511A Child Abuse and Violence Prevention (0 credits)

Sessions in this second seminar of the professional series feature specific responsibilities of teachers and schools regarding student learning and safety. Specifically included are means for identifying and reporting suspected child abuse and maltreatment, means for instructing students for the purpose of preventing child abduction; preventing alcohol, tobacco, and other drug abuse; providing safety education; instruction in fire and arson prevention; and training in school violence prevention and intervention. Successful completion of this seminar is required of all students seeking teacher certification through a Pace University program.

Course Rotation: NYC & PLV: Fall & Spring

EDG 511D DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention and Intervention (0 credits)

This coursework will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in section 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in section 14(5) of Chapter 102 of the Laws of 2012.

Course Rotation: NYC & PLV: Fall & Spring

EDG 601 Social Foundations (1.5 credits)

In the course candidates investigate historical and contemporary issues and trends in general, special education, and inclusive education and research on those topics. They examine the impact of laws, court decisions, politics, economics, and other social factors on equity of access, opportunity, and achievement for all students. Topics such as school financing, inclusion, disproportionately, achievement gaps, and school choice will be addressed. Particular attention will be paid to these factors across categories of student demographics such as race, gender, ethnicity, disability, linguistic diversity. Candidates will examine the structure and organization of New York State's educational system and the relationships between schools and the communities they serve. As a result, candidates will be able to research an educational issue, identify competing ideas about the topic, describe ways in which the issue and suggested solutions affect students from under-represented and under-served groups take a position on the issue, and explain the rationale grounding their stance. They also will be able to utilize New York State School Report Cards and other relevant research to analyze the relationship between schools and the communities they serve and the correlation of that relationship to student achievement. Fieldwork is required.

Course Rotation: Fall; NY and PLV

EDG 602 Adolescent Development (1.5 credits)

This course provides an overview of major theories, current research, and controversial issues in adolescent development. It highlights developmental variations and individual differences and their impact on learning and life. Various developmental aspects are examined in the contexts of culture, community, family, and school. The course also explores how to apply developmental theories and research to respond to the needs of adolescents across developmental, cultural, and linguistic continuum. Fieldwork is required.

EDG 602C Child Development (1.5 credits)

The course provides an overview of major theories, current research, and controversial issues on child development. It highlights developmental variations and individual difference and their impact on learning and life. Various developmental aspects are examined in the contexts of culture, community, family, and school. The course also explores how to apply developmental theories and research to respond to the needs of children across developmental, cultural, and linguistic domains. Fieldwork is required.

Course Rotation: Fall; Online

EDG 603 Language & Literacy in Diverse Classrooms (1.5 credits)

This course provides a comprehensive overview of the important theories and research in language and literacy development and their teaching implications in the diverse classroom. It examines various factors that influence language and literacy development, such as parents' cultural and socio-economic backgrounds, their educational levels, children's cognition, gender, emotion, and motivation and engagement. It addresses the language and literacy learning characteristics of children with different abilities. It explores various research based teaching and assessment strategies that will help teachers maximize the learning potentials of all learners in their academic language and literacy development. Candidates are introduced to the five elements of reading and programs that ensure reading success for all. Classroom observations in the adolescent educational settings are required.

EDG 604 Language and Literacy for English Language Learners (1.5 credits)

This course introduces students to the theories of sociolinguistics and second language acquisition, with a focus on the development of academic language. The course content includes the relationship between language and culture, language and identity, classroom discourse and what it means to be an English language learner in an American educational setting. Candidates will learn how, using culturally responsive instructional practices, they can help their students learn academic language and content and develop critical thinking skills at a level comparable to their English speaking classmates. They will learn how to integrate students' Funds of Knowledge, apply instructional strategies for English language learners and support their students in developing positive social relationships with peers. Candidates will examine the relationship between English language fluency and perceptions of knowledge. Fieldwork is required.

EDG 605 General Assessment (3 credits)

In this course candidates will develop understanding of current trends and practices in general and special education assessment as defined by the federal government and New York State. This course introduces candidates to multiple assessments and their uses in monitoring student outcomes and making educational decisions within a multi-tiered framework. Building on their developing understanding of measurement theory and its relationship to the assessment of students with diverse backgrounds, languages, and abilities, candidates will be able to evaluate formative, summative, and normative measures. They will also be able to interpret data from the assessments and share this information with parents and students. They will be able to accurately evaluate data about student progress and make appropriate recommendations for referral for services. Fieldwork is required.

Course Rotation: Fall; NY and PLV

EDG 606 Learning Environments (3 credits)

This course examines theories of student motivation, behavior, and learning considered in creating safe and culturally supportive learning environments within various educational settings. Candidates will consider the knowledge, skills and dispositions necessary for successfully managing an inclusive classroom and forging productive family-school partnerships. The course focuses primarily on the management of whole-class and small group interactions and introduces strategies for meeting individual students' needs. Throughout the course, effective communication and perspective-taking strategies essential in working with culturally and linguistically diverse students and families will be emphasized. Fieldwork is required.

Course Rotation: Fall; NY and PLV

EDG 607 Supporting Positive Behavior and Autonomy (3 credits)

This course will provide candidates with the theoretical grounding in positive behavioral support. Candidates will develop skill in using strategies that support adolescent students with challenging behavior to succeed in school and community. This course will build upon candidate's knowledge of creating positive classroom and school environments and focus chiefly on behavior supports for individuals. Candidates will engage in reflective case-based learning and media enhanced instruction to conduct functional behavioral analyses. Using those analyses, candidates will create behavior intervention plans, and develop knowledge of and skill in using evidence based prevention, intervention, and response strategies. Through project learning and fieldwork candidates will hone their technical and applied skills and to be able to promote positive behavior and assist adolescents in the development of social skills and self-regulation.

EDG 609 Language, Literacy, and Global Perspectives (3 credits)

This course provides a comprehensive overview of the important theories and research in language and literacy development, and their teaching implications in diverse classrooms and global contexts. It examines various factors that influence language use and interpretation of meaning. Topics for consideration include the valuing of the experiences of immigrant and refugee families; parents and children's cultural, socio-economic, ethnic and implications of cognitive, emotional and aesthetic engagement. Particular attention is given to the experiences of students with disabilities and english language learners. It provides candidates with opportunities to develop competency in using various research based and culturally responsive teaching and assessment strategies to ensure literacy and academic literacy success for all. Fieldwork observations of educational settings with culturally and linguistically diverse students is required.

Course Rotation: Fall; NY and PLV

EDG 610 Curriculum and Methods in Inclusive Settings (3 credits)

This introductory course provides students with a wide variety of learning theories and instructional strategies to understand and meet the needs of all students in inclusive classrooms. Students will demonstrate understanding of learning theories and methodologies including understanding by design (UbD), Universal Design for Learning (UDL), and Response to Intervention (RTI) by planning units and lessons. Students will learn to differentiate instruction to enable all students to be successful learners. Students will apply understanding of assessment theories to design formative and summative assessments. Students will plan and practice developmentally appropriate lesson and demonstrate requisite dispositions and reflective practice. Fieldwork is required.

Course Rotation: Fall; NY and PLV

EDG 611 Mathematics Instruction and Assessment in Inclusive Adolescent Classrooms (3 credits)

This course is designed to prepare beginning mathematics teachers with the opportunity to develop and plan instruction for teaching mathematics to diverse students with a wide range of abilities. Candidates will deepen knowledge of and skill in using formal and informal methods of assessment and designing instruction to improve student learning. Candidates will demonstrate skill in creative and appropriate uses of technology to enhance student learning of mathematics. Candidates will reflect on their own teaching in mathematics and articulate a personal development plan to improve their knowledge and teaching repertoire to facilitate student achievement. Candidates will develop, plan and teach units and lessons which demonstrate content competency in a range of Mathematics content.

Course Rotation: Fall, Spring, Summer

EDG 612 English Language Arts Instruction and Assessment In Inclusive Adolescent Classrooms (3 credits)

This course provides the beginning teacher with an opportunity to explore content specific issues, strategies for curriculum design, pedagogical methods and lesson planning facilitating meaningful learning for secondary students in English Language Arts (ELA). Collegial interaction to encourage high achievement in literacy for all secondary students (including youngsters with disabilities and special health-care needs) will be emphasized and an opportunity provided to explore instructional uses of technology (including assistive technology) to acquire information, to communicate and to enhance learning. Formal and informal assessment of the integrated strands of reading/writing/listening/speaking, including various types of literacy assessments (teacher designed and state-wide standards-based assessments), will be introduced as well as procedures to utilize this assessment data in order to differentiate instruction for a wide range of student needs. Analysis of literary elements/techniques ("form follows meaning") will be central to building skills in teaching poetry, the novel, the Shakespearean and contemporary play, the research project, the newspaper and non-fiction. Students will practice presenting genre-based ELA micro-lessons with interdisciplinary connections for peer/instructor feedback. Candidates will develop, plan and teach units and lessons which demonstrate content competency in a range of English content.

Course Rotation: Fall, Spring, Summer

EDG 613 Social Studies Instruction and Assessment in Inclusive Adolescent Classrooms (3 credits)

This course is designed to prepare beginning social studies teachers with the opportunity to develop and plan instruction for teaching social studies to diverse students with a wide range of abilities. Candidates will develop, plan and teach units and lessons which demonstrate content competency in a range of social studies content. Candidates will deepen knowledge of and skill in using formal and informal methods of assessment and designing instruction to improve student learning. Candidates will demonstrate skill in creative and appropriate uses of technology to enhance student learning of social studies. Candidates will reflect on their own teaching in social studies and articulate a personal development plan to improve their knowledge and teaching repertoire to facilitate student achievement in the social studies field. Candidates will develop, plan and teach units and lessons which demonstrate content competency in a range of Social Studies content.

Course Rotation: Fall, Spring, Summer

EDG 614 Science Instruction and Assessment in Inclusive Adolescent Classrooms (3 credits)

This course is designed to prepare beginning secondary science teachers on how to plan, implement and assess science instruction for diverse students with a wide range of abilities. Candidates will acquire knowledge of and skills in formal and informal methods of science instruction and assessment to improve students' science learning. They will demonstrate skill in creative and appropriate uses of technology to enhance students' science learning in diverse and inclusive classrooms. In addition, candidates will learn how to become reflective practitioner through articulation and preparation of a professional development plan to improve their knowledge, skills and dispositions as well as their students' science learning.

Course Rotation: Fall, Spring, Summer

EDG 615 World Languages Instruction and Assessment in Inclusive Adolescent Classrooms (3 credits)

This course is designed to provide beginning World Languages teachers the opportunity to develop curriculum materials and plan instruction and assessments for teaching World Languages in today's diverse classrooms, with students of a wide range of abilities. Candidates will develop the knowledge and skills to integrate the teaching of languages and culture in meaningful ways. They will use formal and informal methods of assessment to inform and design effective instruction to improve student learning. Candidates will demonstrate their ability to differentiate instruction to meet the needs, skills and interests of diverse learners. Candidates will integrate creative and appropriate uses of technology as a tool to enhance and support student learning in languages. Candidates will plan and teach a demonstration lesson. They will reflect on their instructional practices, and articulate a personal development plan to improve their teaching of World Languages and to expand their teaching repertoire to facilitate student achievement.

Course Rotation: Fall.

EDG 616 Cross-Disciplinary Instruction and Assessment in Inclusive Adolescent Classroom (3 credits)

This course will explore differentiation of curriculum and instruction to prepare candidates to plan, accommodate and modify their planning and teaching to meet the needs of all students, to include students identified as disabled, at risk, and culturally and linguistically diverse. Course content will include theory, research and skills necessary for successful co-teaching. Through class discussion, course assignment, simulated teaching experiences and classroom observations participants will deepen their skill in planning content area instruction to accommodate all students in inclusive classrooms within and outside of their content specialty area. All candidates will develop skill in teaching computational and word-problem solving skills to support mathematics learning. They will enhance their knowledge and skill in using learning strategies, peer-mediated learning, and explicit instruction. They will be provided with opportunities to utilize evidence-based or promising practices, the principles of universal design for learning and assistive and instructional technology. This course will include the roles and responsibilities of the teacher in IEP and transition planning.

EDG 617 Inclusive Literacy Assessment and Instruction (4 credits)

This course builds on the prior language and literacy development courses as well as general methods and assessment courses. It focuses on integrating literacy instruction based on evidence-based practices in all content areas at the secondary level. Understanding the multi-literate identities of adolescent learners and ways to connect learner interests and abilities to build the academic literacy skills of reading, writing, listening, and speaking is an emphasis in this course. The course considers the development of literacy skills through use of evidence-based practices for students with varying abilities as needed for general strategy content learning, including the identification, assessment, intervention process for targeted literacy instruction. Additional issues that will be explored are specific compensatory literacy programs, assistive technology, the role of the literacy specialist in inclusion and pull-out programs and remedial literacy strategies to support students in decoding/encoding, fluency, vocabulary and comprehension. New literacies and the use of emerging technologies for content literacy instruction at the secondary level will be discussed.

Course Rotation: TBA

EDG 618 Individual Program Planning (3 credits)

In this course teacher candidates will practice skills to individualize instruction for students with and without disabilities. Drawing on field experiences, research, multi-media presentations, and simulations, candidates will develop competency in collaborative teaming across disciplines and with para-educators and families, IEP development, and post-school transition planning. Candidates will use multiple sources of data to develop competency and strength-based individualized plans that are responsive to the preferences of the student and the student's family. In the process, candidates will reflect on their own ethical practice.

EDG 619 Fieldwork (3 credits)

Candidates will complete 70 hours of fieldwork in schools and classrooms. During this time, they will implement instructional and assessment strategies with students in inclusive settings. Under the guidance of clinical supervisors and mentor teachers who receive ongoing professional development and support, students will work with students in tutoring, resource room, small group, and whole class settings. They will develop, practice, and demonstrate skills for which they are receiving instruction in coursework.

EDG 620 Educational Research for Teaching (3 credits)

This seminar prepares candidates to examine the evidence base for practices they will utilize as future educators. The course will provide candidates with the necessary competencies to conduct collaborative inquiry on practice that will enable them to take actions to increase student learning. Its purpose is to assist candidates in examining the research literature for critical evidence of the impacts of various practices on student learning for all students, including those identified with disabilities or those who are English language learners. Additionally, the seminar will encourage the candidates to become critical consumers of educational research who will ask critical questions about the nature of research and the impacts for all students. In addition to developing the skill and will for conducting action research, candidates will design a preliminary research proposal for implementation during their student teaching semester which follows this course.

EDG 621 Seminar in Inclusive (2-3 credits)

Building on the learning in EDG 620, this class empowers student teachers to understand and apply principles and theories of education to enable student learning in full-time classroom teaching experience through a systematic form of inquiry and reflection developed in the prior semester. Candidates will implement a research proposal that will enable them to fulfill the requirements of their capstone project for certification. Reflection on the teaching and learning process with an emphasis on professional growth and the support of networks will be emphasized as a way to encourage retention of these future new teachers. At the heart of the course is the process of inquiry essential in fostering an effective experience for teaching and learning.

Course Rotation: PLV; Fall and Spring

Prerequisites: EDG 601-EDG 619

EDG 621A Internship Experience (0.5-1 credits)

Extended internship/field experience across several adolescent situations and development levels. For some, this is an opportunity to earn elective credit while exploring particular courses, age levels, and/or teaching methodologies. Interns are supervised by a faculty sponsor and guided through the experience by field-based mentor teachers.

Course Rotation: NYC; Fall

EDG 621B Internship Experience Adolescent (0.5-1 credits)

Extended internship/field experience across several adolescent situations and development levels. Internships are supervised by university field-supervisors and guided through the experience by school-based mentor teachers.

Course Rotation: NYC; Spring.

EDG 622 Clinical Practice in Teaching Adolescents and Teaching Adolescent Students with Disabilities (3 credits)

Aligned with the secondary school calendar, this 20 week course will allow candidates to meet the student teaching requirements for general and special education certification. Candidates will work with clinical supervisors and mentor teachers who receive ongoing professional development and support. They will develop skills in instruction, assessment, accommodating and modifying instruction for English language learners, IEP development and implementation, transition planning, creating and maintaining safe, orderly, and effective classroom environments, and providing positive behavioral supports and behavioral interventions. This course will provide candidates with the opportunity to develop evidence of competency as required by New York State.

EDG 622A Teaching Internship (0.5-1 credits)

Teaching internship across several adolescent and special education settings and development levels are provided. Internships are supervised by university field-supervisors and guided through the experience by school-based mentor teachers.

Course Rotation: NYC: Fall.

EDG 622B Teaching Internship II (0-0.5 credits)

Extended Internship/field experience across several adolescent and special education settings and development levels. Internships are supervised by university field-supervisors and guided through the experience by school-based mentor teachers.

Course Rotation: NYC: Spring

EDG 623 Health, Wellness, and Movement in Elementary Education (1-2 credits)

This course provides preservice elementary teachers with basic knowledge, skills, and dispositions to introduce principles and methods of health, wellness, and movement to be integrated into curricular activities throughout the core elementary school curriculum. The course also develops candidates' understanding of principles and methods involved in teaching developmentally appropriate health and physical education for elementary school students. The course is set in the context of persistent health concerns, their connection to elementary student learning with the goal of promoting a value for life-long healthy living.

Course Rotation: NYC and PLV: Summer and Spring

EDG 623A Internship Experience with children (0-0.5 credits)

Extended internship/field experience across several adolescent settings and development levels. Interns are supervised by a university field supervisors and guided through the experience by school-based mentor teachers.

Course Rotation: NYC; Fall

EDG 623B Internship with Children II (0-0.5 credits)

Extended internship/field experience across several childhood and development levels. Interns are supervised by a university field supervisors and guided through the experience by school-based mentor teachers.

Course Rotation: NYC; Fall

EDG 624 Applied Arts in the classroom (1-2 credits)

This course provides elementary teachers with methods and materials for incorporating arts, including dance, music, theatre, and visual arts into the curriculum. The course also develops teachers' understanding of theories and practices of arts education as applied to the classroom, in such areas as learning processes, motivation, communication, and classroom management. Attention is given to the relationship of the arts to speaking, thinking, writing, reading, in curricular subjects (including history, science, math, and humanities). Traditional and applied arts techniques are introduced to address the human developmental processes that influence student's readiness to learn as well as community and equity and social justice issues.

Course Rotation: NYC and PLV: Spring and Summer

EDG 624A Teaching Internship (0-0.5 credits)

Extended Internship/ Field experience across several adolescent situations and development levels. For some, this is an opportunity to earn elective Credits while exploring particular courses, age levels, and/or teaching methodologies. Interns are supervised by a faculty sponsor and guided through the experience by field-based mentor teachers.

EDG 624B Teaching Internship (0-0.5 credits)

Formerly TCH 641A. Extended field experience for those who elect to acquire extensive experience across several adolescent situations and development levels. For many, this is an opportunity to earn elective credit while exploring particular courses, age levels, and/or teaching methodologies. Students are supervised by a faculty sponsor and guided through the experience by field-based mentor teachers.

Course Rotation: TBA.

EDG 626 Literacy Methods for Diverse Populations (K-6) (3 credits)

This introductory graduate-level methods course will focus on theoretical and research-based instructional practices that support children's growth in reading, writing, and new literacies formats at the emergent through early middle-grade levels. Language acquisition theories and literacy models will be explored within the context of an integrated, inclusive and balanced literacy curriculum. Specific topics will include the literate environment, organizing for and planning instruction, differentiating instruction through individual focus, flexible grouping, and multi-tiered systems of support (e.g., RTI), using children's and young adolescents' literature as a vehicle for instruction, using technology, and using authentic assessment techniques as well as standardized assessments for topics including graphophonics, reading comprehension, fluency, vocabulary development, phonological awareness, and writing. This graduate course will provide insights into early prevention programs and collaboration strategies for supporting developmentally, linguistically and culturally diverse learners with a range of cognitive and learning achievement abilities from gifted to challenged competencies (e.g., struggling learners and those with learning disabilities). Course work is consistent with national and state learning standards.

Course Rotation: NYC and PLV: Spring and Fall

EDG 627 Literacy Methods in Social Studies and Content Area Learning (4 credits)

The graduate-level course will focus on specific research-based theories and content area literacy practices designed to encourage candidates to infuse and integrate literacy knowledge, skills, and strategies into the humanities, the social sciences and disciplinary instruction in grades 1-6 school classrooms. This course will provide candidates with opportunities for planning instruction and creating curriculum materials with the goal of promoting all students, including developmentally, linguistically, and culturally diverse learners as well as a range of cognitive and learning achievement abilities from gifted to challenged competencies (e.g. struggling learners and those with learning disabilities) to develop to the highest level of achievement and independence. This graduate course will emphasize the role that academically literacy plays in developing knowledge in the content areas, including those associated with humanities. Candidates will develop appropriate strategies for teaching and assessing both formally and informally and differentiating instruction using tiered (RTI) literacy instruction to meet students' needs. All candidates will develop technology skills as they explore resources and techniques to enhance their professional development. Simultaneously, they will model new literacy-based media skills for teaching humanities and enhancing student achievement. Field work required.

Course Rotation: NYC and PLV: Fall and Spring

EDG 636 Childhood Science Teaching Methods (3 credits)

In this course, students will learn how to teach elementary science by integrating and extending lesson development through linking the sciences to writing, science, and the arts. Given this, students will engage in curriculum development and personal instructional planning with strategies designed to all students, including those with disabilities, students at risk and ELLs to attain the highest level of academic achievement and independence. Students will use formal and informal methods of assessment as a means of not only for analyzing student learning, but also for differentiating instruction. All students will be required to include technology as a means of developing and extending personal lesson planning as an adjunct to their professional growth and their ability to fully participate in student overall achievement. Fieldwork is required.

Course Rotation: Fall; NY and PLV

EDG 637 Childhood Math Teaching Methods (3 credits)

This course is designed to help provide beginning elementary school teachers with the opportunity to develop curriculum materials and plan instruction for teaching mathematics for students within the full range of abilities including students with disabilities, at risk, and ELLs. Candidates will use formal and informal methods of assessment to design effective differentiated instruction to improve student learning. They will include creative and appropriate use of technology as a tool to enhance student learning in mathematics. Candidates will also articulate a personal development plan to improve their own performance in mathematics and to expand their own teaching repertoire to facilitate student achievement. This course also includes content for career, family, and consumer sciences. Fieldwork is required.

Course Rotation: NYC & PLV: Fall

EDG 638 Society, Schools, and Adolescent Development (3 credits)

This course provides an overview of major theories, current research, and contemporary issues in adolescent development in the historical and political contexts of schools and society. Using a bioecological model and an anti-racist and equity lens, candidates investigate how differences in ability, race, community, and culture impact adolescent development. Moreover, the course examines, how policy and societal constructs of race, class, and gender impact schooling for adolescents. Candidates critically analyze the relationships between schools, communities, and adolescent development.

Course Rotation: TBD

EDG 639 Society, Schools, and the Developing Child (3 credits)

This course provides an overview of major theories, current research, and contemporary issues in child development in the historical and political contexts of schools and society. Using a bioecological model and an anti-racist and equity lens, candidates investigate how differences in ability, race, community, and culture impact child development. Moreover, the course examines, how policy and societal constructs of race, class, and gender impact schooling for children. Candidates critically analyze the relationships between schools, communities, families and child development.

Course Rotation: Fall & Spring

EDG 647 Methods of Teaching the Visual Arts (PreK-12) (3 credits)

In this course students will consider what they do as artists, refine their skills and find ways to help other individuals develop their own visual expression. Students will understand a PreK-12 teacher's unique place in the school community and the responsibilities attendant with that position. They will be able to identify different learning styles and needs and the best methods of presentation to address those differences. Students will become proficient in the use of various art making materials, procedures and processes. They will plan both product and process focused lessons and units applicable to all grade levels. These lessons will include accommodations for special needs students including classroom logistics and adaptive equipment and procedures. Students will address the use of technologies (including computers) in the classroom. An assessment rubric will be developed for both specific lessons and portfolios. Students will understand that art education is inherently multicultural and must be presented as such.

Course Rotation: NYC & PLV: Fall; Odd Years & Spring; Even Years

EDG 691 Student Teaching and Seminar in the Childhood Classroom (3-6 credits)

Students will develop their teaching skills through working with children in the primary (grades 1-3) and intermediate (grades 4-6) classrooms, integrating theories of development, learning, collaboration, language and literacy acquisition, curriculum development, using technology, assessment and differentiating instruction with actual teaching and practice. During this one-semester experience, students will assume increasing responsibility for the classroom environment and design and management of the curriculum, reflecting regularly on aspects of their teaching.

Course Rotation: Fall; NY and PLV

EDG 691V Student Teaching - Visual Arts Pre-K - 12 (3 credits)

This course provides candidates the opportunity to acquire the necessary experiences and to demonstrate their ability to effectively teach the Visual Arts in Pre-K - 12 classroom settings. Throughout the course candidates develop and demonstrate skills in planning, instructing, and assessing Pre-K -12th students. Candidates learn to demonstrate competency in the knowledge, skills and dispositions to effectively teach the Visual Arts while under the guidance of school based mentors and university-based clinical supervisors. The course provides candidates supervised teaching of the Visual Arts in Pre-K - 12 classroom settings as required by New York State Education Department.

Course Rotation: Spring