EDUCATIONAL STUDIES (EDU)

EDU 500 Topic: New Literacies to Meet the Common Core Learning (3 credits)
In this course teachers will learn how to integrate the new technologies into their teaching across the curriculum using tasks that align with professional standards for teaching and learning, including the Common Core Learning Standards and the International Reading Association's Standards for Reading professionals, especially those for digital formats. Teachers will learn to develop and implement evidenced-based strategies for topics in reading and writing. Participants will examine the new Web 2.0 technologies and how they differ from the first generation of web tools. Particular attention will be given to implementing the new technologies which offer interactive, collaborative, and multimedia approaches to responding to school curricula.
Course Rotation: Spring

EDU 502 Workplace Literacy: Developing/Implementing Program (3 credits)

EDU 503A Teacher Opportunity Corps Seminar A (1 credits)

EDU 506 Diagnostic-Prescriptive Reading Instruction (3 credits)
The course assists teachers at all grade levels to develop efficient reading instructional systems. Emphasis is placed upon the latest diagnostic and prescriptive techniques, including "miscue analysis" for teaching word recognition skills and "readability formulas" for teaching reading skills through the content areas.
Course Rotation: TBA.

EDU 507 Tutoring (1-3 credits)

EDU 507A Tutoring (3 credits)

EDU 600 Independent Study in Education (Graduate) (1-9 credits)

EDU 600A Independent Study in Education (Graduate) (A) (1-9 credits)

EDU 600B Independent Study in Education (Graduate) (B) (1-9 credits)

EDU 600C Independent Study in Education (Graduate) (C) (1-9 credits)

EDU 606 Practicum: Scientific Methodologies/Symbolic System (3 credits)

EDU 607 Research Project for Secondary Education Students (1-3 credits)

EDU 613 Research Project for Elementary Education Students (1-3 credits)

EDU 615 Early Childhood and Elementary Student Teaching (7 credits)

EDU 617 Reading and Writing Basic Instruction - Secondary Schools (0-3 credits)
The demands within the American education system have lead to changes in teacher preparation. One of the significant modifications in teacher preparation is the importance of the writing component. The new certification exams, which go into effect in spring 2014, place increased emphasis on candidates' ability to communicate effectively through writing. In addition, as a future educator in the 21st century, all of the work teachers do is electronically available not only to students but to parents, administrators, and the local community as well. The need to prepare K-12 students to meet demanding expectations and to address Common Core Learning Standards that emphasize rigorous literacy demands necessitate that K-12 teachers are prepared to write well. For these reasons, the goal of the SOE Writing Coaching Initiative is to provide support for candidates in their writing assignments throughout the fall semester in order to improve the candidates' abilities in writing.
Course Rotation: TBA

EDU 618 Student Teaching in the Secondary School (6 credits)

EDU 622 Trends and Issues in Early Childhood (3 credits)

EDU 623 Philosophizing with Children and Young Adults (3 credits)

EDU 641 Teaching Internship II (3 credits)

EDU 641A Student Teaching and Seminar: Middle/Secondary School (3 credits)

EDU 673V P D S Universal Urban Environment (3 credits)

EDU 678 Developmental Reading I (3 credits)

EDU 694A Teacher Opportunity Corps Seminar A (1 credits)

EDU 694B Teacher Opprotunity Corps Seminar B (1 credits)

EDU 694C Teacher Opportunity Corps Seminar C (1 credits)

EDU 694D Teacher Opportunity Corps Seminar D (1 credits)

EDU 696A Topic:Using Interactive White Boards for Teaching and Learning (0-1 credits)
This course will deal with the pedagogy of using interactive whiteboards and provide an introduction to the use of interactive white boards with mobile and web-based technologies as they emerge. Students will explore the use of interactive white boards and related apps as tools to create more interactive presentations, to engage and differentiate for K-12 students, and to support the development of independent and engaged learners. Activities will allow comparison between new and more traditional tools for instruction. Students will also develop ways to relate these new learning tools to research on teaching and learning. A key feature of this course will be to provide online and clinical lab practice utilizing the new technologies in relation to interactive white boards so students gain fluency working with these technologies.

EDU 696B Inventing and Making in the Classroom (3 credits)
In the course, teachers will learn about and be exposed to a set of tools and technologies that promote making and inventing in the classroom: computer programming via Scratch and other tools; robotics; 3D printing; and others. In addition, teachers will develop a conceptual framework that addresses inventing and making in the classroom through the lens of inquiry. Teachers will then work to incorporate these tools into their teaching of the STEM-D content areas (Science, Technology, Engineering, Mathematics, and Design). This work will be correlated with Common Core Learning Standards as well as Next Generation Science Standards.
Course Rotation: Fall, Spring, Summer

EDU 696C Teaching Science and Mathematics with Everyday Objects (3 credits)
In this course, students will explore the learning and teaching of key concepts of Math and Science, such as matter and energy, chemical reactions, and parts and wholes, through the use of everyday objects. Topics will include: Kitchen Chemistry, The Physics of Toys and Gadgets, and Using Math to Solve Problems. Students will engage deepening their own content knowledge as well as developing strategies for incorporating these concepts into their teaching of the STEM-D areas. This work will be correlated with Common Core Learning Standards for ELA and Mathematics, as well as Social Studies standards and Next Generation Science Standards.
Course Rotation: Fall (even years)

EDU 696D Topic: Teaching Science and Math through Systems (3 credits)
In this course, teacher-participants will explore the integration of the STEM-D content areas through the study of systems of all kinds: ecology systems, biological systems, physical systems, and systems of equations. The practices of Design Thinking and Systems Design will be explored, as will a great deal of real life examples of systems Teacher-participants will use these conceptual frameworks to deepen their understanding of the STEM-D content areas. This work will be correlated with Common Core Learning Standards for ELA and Mathematics, as well as Social Studies standards and Next Generation Science Standards.
Course Rotation: PLV: Spring, odd years.

EDU 696E Oyster Project (BOP) (1 credits)
The program is designed as a workshop space for exchange of knowledge and collaboration between teachers, professional scientists, and environmental STEM experts. Monthly in-person meetings are colloquium-style led by science/industry experts and BOP CCE faculty from Pace, Columbia, and New York Harbor Foundation. Each class is focused around a specific topic, theme, or content area of marine STEM and Harbor Literacy. Teachers participate directly in the process of creating the BOP curriculum by submitting new lessons and resources each month that have been tested and developed in their classrooms and the field.
Course Rotation: Fall and Spring

EDU 696F Critical Approaches to Educational Technology (3 credits)
This course critically examines the use of technology in curriculum planning and instruction across grade levels and content areas. Emphasis is placed on a review of historical, theoretical, and critical perspectives about the relationship between technology and pedagogy. Students apply such perspectives to unique learning environments (i.e. one's classroom, workplace training) in ways that both meet political, legal, and operational realities while fostering constructivist models of teaching and learning.
Course Rotation: Spring

EDU 696G Trends and Issues in American & International Education (3 credits)
This special topics seminar examines the US and international education trends and issues. The seminar is designed specifically for visiting Chinese university faculty members. Each topic will be taught by a faculty specialist in the field.
Course Rotation: Fall and Spring

EDU 696H Quantitative Text Analysis and Data Visualization for Teachers and Students (3 credits)
This course examines how quantitative analytical techniques can be used to deepen the reading and teaching of a wide array of texts, including political and literacy. Students will be exposed to seminal concepts from the digital humanities and software studies, apply those concepts to text study using web-based data analytical tools and R (statistical programming language), and render their textual data as polished visualization ready for publication. No previous exposure to the digital humanities or programming is necessary; instructional strategies will be differentiated accordingly.
Course Rotation: Summer

EDU 696J Webtools to Tech Up Your Instruction (1 credits)
This series of 4 workshops broadens the ways that teachers and students can use the new literacies to engage students and enrich their learning across the curriculum. The course content will enliven and focus content area learning with web-tools and websites for closing reading, composing, and social collaboration. The new literacies are integrates throughout the Common Core State Standards for reading and writing, and in these workshops will include research and practical strategies for integrating digital literacies into the classroom teaching.
Course Rotation: NY, Summer

EDU 696K Special Topic: Infrastructure and Networking for Educational Technology Specialists (3 credits)
This course is designed to provide educational technology specialists with an overview of the technology infrastructure found in today's school districts. Emphasis will be placed on networking concepts, classroom technologies, current issues, district polices around educational technology, leadership in technology planning, future challenges faces by school districts, and evaluation/synthesis of research. This course will also address topics covered by the New York State Teacher Certification Examination of Educational Technology Specialist.
Course Rotation: Fall</

EDU 696M Topic: Computer Science for Teachers (3 credits)
This course introduces teachers from across content-areas to core concepts and skills from computer science via a current and rich project-based curriculum. After exposure to key historical and theoretical threads from computer science and software studies, students will experience a series of project-based modules focusing on: 1. Introduction to Programming 2. Data Visualization Techniques 3. Robotics and Making This course will address topics covered in the ISTE Computer Science Education standards: 1. Demonstrate knowledge of, and proficiency in, data representation and abstraction 2. Effectively design, develop and test algorithms 3. Demonstrate knowledge of digital devices, systems and networks 4. Demonstrate an understanding of the role computer science plays and its impact on the modern world
Course Rotation: Spring: Online

EDU 696P edTPA Preparation Workshop (0 credits)
This course will provide support for the School of Education teacher candidate in the preparation of the mandatory edTPA, which is part of the requirements to achieve New York State teaching certification. The workshop will facilitate all parts of the edTPA process: planning for the edTPA; designing lesson plans; recording and editing videos of lessons taught; writing the analysis and reflection of lessons delivered; and final submission.
Course Rotation: Spring

EDU 696Q Topic: Following the Footsteps of Early European Educational Thinkers: Italy (3 credits)
This travel seminar series follows the footsteps of early European educational thinkers by exploring their educational philosophies in the European context. The first seminar focuses on the Roman-Italian educational thinkers (such as Marcus Tullius Cicero, Marcus Fabius Quintillianus, Pietro Paolo Vergerio - the Elder, and Maria Montessori) and educational approaches (such as Reggio Emilia) and examines how the Italian educational thinking and approaches have influenced the educational practices in the United States. Participants will visit Italian cultural relics, listen to lectures provided by Italian educational experts, and visit Italians schools. Participants will also have ample opportunity to reflect on their experience and relate it to their future teaching or career. The seminar is open to Pace School of Education students as well as all other Pace University students.
Course Rotation: PLV; Spring

EDU 696R Topic: The School Yard Classroom (1 credits)

EDU 696Z Ecuador with a Cause: Service Learning and Cultural Program (3 credits)
This course integrates civic engagement and service with cultural immersion and study abroad. The course is designed for students wishing to provide service to others and acquire global experiences that will enrich their personal, academic, and professional lives. The course consists of two components: The first component of the course is tutoring elementary children in a rural Ecuadorian school; the tutoring will occur throughout the subject areas and during school hours. The second component is learning about the social and cultural heritage of Ecuador; Pace students will study the historical and contemporary forces influencing Ecuador through selected readings, visits to selected sites (cities, villages, and natural), and participate in campus-based and on site seminars.
Course Rotation: Spring.