

TEACHING (TCH)

TCH 100A Orientation (1 credits)

TCH 100B Orientation (1 credits)

TCH 111 Professional Teaching Seminar I (1 credits)

This first seminar in the School of Education Professional Seminar series features topics related to the standards and assessments significant to teaching and becoming a teacher. You will be introduced to New York State expectations regarding learning standards and the assessment process for both the students you are preparing to teach and also for yourself as a prospective teacher and potential School of Education candidate. You will be introduced to a variety of technology tools and to the responsibilities and skills involved in being a successful pre-teaching student at Pace. Successful completion of this seminar is required of all students seeking formal admission to the School of Education.

Course Rotation: TBA.

TCH 111A Professional Seminar I: Standards in Assessment (1 credits)

This first seminar in the School of Education Professional Seminar series features topics related to the standards and assessments significant to teaching and becoming a teacher. You will be introduced to New York State expectations regarding learning standards and the assessment process for both the students you are preparing to teach and also for yourself as a prospective teacher and potential School of Education candidate. You will be introduced to a variety of technology tools and to the responsibilities and skills involved in being a successful pre-teaching student at Pace. Successful completion of this seminar is required of all seeking formal admission to the School of Education.

TCH 201 Understanding Schools (3 credits)

This course examines schools in a changing global society. By examining the history, philosophy, legal and social responsibilities associated with schooling in the US and globally, candidates are introduced to the interactions among society, families, schools, curriculum, teachers, students and cultures. Through guided field experiences, students will observe and reflect on different aspects of schooling with particular focus placed on the role of teachers as agents of change and empowerment. During this course candidates will be challenged to examine the school as a diverse and inclusive community where all participants can learn in a safe and appropriate environment.

Course Rotation: Fall and Spring

TCH 201N Education I: Understanding Schools - Learning Community (4 credits)

These two courses provide students with the opportunity to research and write about historical and contemporary issues in education. ENG 201N offers a variety of writing assignments coordinated with students' field experiences and readings in TCH 201N. TCH 201N requires students to complete several writing assignments that match and are enhanced by their efforts in ENG 201N.

TCH 201R Education I: Understanding Schools - Learning Community (4 credits)

TCH 202 Education Two (4 credits)

TCH 203 Understanding Development: Childhood and Adolescence in Context (3 credits)

This course provides an overview of major theories, current research, and controversial issues in child and adolescent development. Various developmental domains are examined in the contexts of culture, media, community, family, and school. The course examines developmental variations and individual differences to consider the impact of difference and diversity on learning and life. The course also explores how to apply developmental theories and research to respond to the needs of children and youth across developmental, cultural, and linguistic domains in a variety of formal and informal learning environments.

Course Rotation: NYC, PLV; Fall, Spring

TCH 204 Child Development in the Context of Families (3 credits)

This course focuses on the theories, research, and related current developmental processes, prenatal to 6 grade with specific attention to the role of family and early interactions. This course will examine child development and the influence of multiple factors, including biology, family, community, language, culture, and specific developmental disabilities or delays, through a contextual, transactional framework. Various developmental processes, including social interactions, meaning making, self-regulation, moral, and self-concept development, will be examined, recognizing the integration of developmental domains. This course explores the centrality of the family, the commonalities and diversity in family systems and parenting processes and how these factors influence family-professional partnership development and support provision. This course relies on observation and interpretation of theoretical and empirical knowledge to understand and apply developmental concepts to better understand and work with children and families in home, classroom, and community settings.

Course Rotation: NYC and PLV: Fall and Spring

TCH 211A 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: Fall, Spring and Summer

TCH 211B Professional Seminar III (0-1 credits)

The initial focus of this third seminar in the Professional Seminar series is preparation for formal entry into the School of Education. Seminar sessions contain specific information related to the application process and criteria and structured activities linked to meeting the standards for entry, including successful completion of required assessments. Other sessions of the seminar will provide more in-depth work with the NY state K-12 Learning Standards, specifically the standards for Health, Physical Education, and Home Economics, the Arts, and Career Development and Occupational Studies. Successful completion of this seminar is required of all students seeking teacher certification through a Pace University undergraduate or Combined Degree program.

Course Rotation: TBA.

TCH 211D DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention (0 credits)

Course Rotation: Fall, Spring and Summer

TCH 212 Understanding the Potential of the Humanities & Creative Arts in Children's Education & Development (3 credits)

This course examines the humanities and creative arts and why they are essential for children's development and education. The goals of this course are (1) to help students develop an informed understanding of the roles of humanistic, literary and artistic creativity in human experience; (2) to examine how study of the humanities and creative arts improves children's understanding and thinking about themselves, others and the world, and (3) to provide a global perspective on the ways in which the humanities and creative arts represents the human experience. A unique aspect of the course is the use of the urban environment of New York City and its surrounding areas, particularly its museums, archives, historical sites, theaters and neighborhoods, as resources for learning about the humanities and creative arts.

Course Rotation: Spring

TCH 215 Understanding Teaching & Learning: General Curriculum Models & Methods for all Learners (3 credits)

This course provides students with a wide variety of learning theories and instructional strategies to understand and meet the needs of all students. Students will demonstrate understanding of learning theories and of curriculum design models to enable all students to be successful learners. Students will apply learning theories, research, and curriculum design principles and practices to translate standards into big ideas, assessment tasks, and learning activities in lesson and unit planning. Students will demonstrate proficiency in developmentally appropriate teaching methods, such as lecture, questioning, and cooperative learning.

Course Rotation: TBA.

TCH 222 Hollywood's Representation of Schooling: A Critical Analysis of Film's Portrayal of Teachers, Students (3 credits)

Movies entertain, inform, and shape viewers' thoughts about everyday phenomena. In this course, students will analyze how movies represent teachers, students, and classroom life. The goals of the course are to (1) acquire strategies of critical literacy and critical media literacy that can be applied to movies; (2) discover how artistic skills and strategies for composing movies position viewers' understanding of teaching and classroom life; (3) acquire an understanding of how movies' portrayal of schools has evolved over time to represent stereotyped ways of thinking about education, teachers, and students. The course examines historical and contemporary movies, including fiction and non-fiction, short and full-length features. This course is designed as an AOK 4 and Writing Enhanced course (WEC).

TCH 296Z 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.

TCH 301 Understanding Learning Environments (3 credits)

The course examines motivation, engagement, behavior, and learning in relation to current developmental and ecological theories of education in various settings. Students will consider the knowledge, skills and dispositions necessary for successfully creating formal learning environments (such as classrooms), facilitating learning in informal settings (in afterschool or in digital environments), and forging productive learning relationships with families and communities. The course focuses primarily on the facilitation of whole and small group interactions and introduces strategies for meeting individuals' needs. This course is designed as a community learning experience. Class discussion will be a primary way in which you will construct knowledge in this course. The course will require your active, thoughtful and open-minded participation in our discussions and activities. Attendance and active participation are important components to your success in the course. Students learn more when they actively participate.

Course Rotation: NYC & PLV: TBD

Prerequisites: Admission into the School of Education.

TCH 301D CPD Experience (0 credits)

TCH 302 Introduction to Special Education (4 credits)

This course provides childhood pre-service teachers with knowledge and practice in special education so that they will be able to support and instruct students with disabilities in their general education classrooms. The course will explore the historical and philosophical foundations of special education, characteristics of students with disabilities, and the impact of special education law and research on referral, classification, placement, and instruction. Through research, simulation, and fieldwork students will learn to access disability-related information, develop an understanding of the Individualized Education Plan (IEP), and be able to plan instruction in accordance with a student's individualized needs and strengths. This survey course is designed to be taken in the fall of the junior year following admission to the School of Education and requires one full day per week of field-based work in a school setting.

TCH 303 Education Three (4 credits)

TCH 304 Interdisciplinary Methods I - A Quantitative Focus (4 credits)

TCH 305 Literacy and Assessments I (4 credits)

TCH 306 Creating Developmentally Appropriate Learning Experiences & Learning Environments in Early Childhood (3 credits)

This course focuses on curriculum design to promote learning and development /or all children, birth through grade 2, in classroom, home, and community settings with special attention to the social and physical learning environment. The foundations of curriculum development, most particularly using play and everyday routine activities as the context for learning, applying various adult facilitation strategies, observing and recording children's behavior for planning and evaluating effectiveness will be explored. Various curricular approaches and methods and developmentally appropriate practices and recommended practices will be emphasized. Practices addressed in this course include drawing on each child's individual strengths as well as home culture and language; meeting the unique needs of each child; creating a positive physical and social learning environment through attention to space, materials, schedules, and interactions. This course will investigate both social aspects of responsive environments - approaches to responsive caregiving, caring communities, and fostering positive peer relationships - and physical characteristics, such as scheduling, room arrangement, materials, and physical adaptations. Opportunities to explore responsive approaches such as relationship-based programming, modeling and encouraging classroom communities, strategies to promote social-emotional competence, will be integrated into the course through observations and hands-on experiences. Department Approval Required

Course Rotation: NYC, PLV; Spring, Fall

TCH 307 Early Childhood Arts, Humanities, Music, & Play: Processes and Practices (3 credits)

This course focuses on the development of creative expression, understanding of self within the context of community, and understanding the specific communities of classroom, family, neighborhood, and the outside world for all the children, who are culturally, linguistically, and ability diverse, from birth through grade 2. Approaches to supporting children as they engage in multiple forms of creative arts, the different types of play, and discovery of citizenship will be explored. Skills in understanding the essential concepts, inquiry tools, and structures, and knowledge of resources for developing meaningful and challenging curriculum for all young children, will be developed. This course provides an introduction to New York State standards and immersion in NAEYC developmentally appropriate practices in arts, humanities, and social studies. Specific, evidence-based methods, embedded within classroom, home, and community activities and across curricular areas, will be analyzed so the emerging professionals, and the families they support, can assess and promote arts, humanities, music, and play-based learning. Department Approval Required

Course Rotation: NYC and PLV: Fall and Spring

TCH 308 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

TCH 309 Understanding Assessment and Evaluation (3 credits)

In this course, candidates will develop understanding of current trends and practices in general assessment of student learning and teacher quality in the context of national, state, and local policies. This course introduces candidates to multiple types of assessments and their uses in monitoring student growth and achievement. 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.

Course Rotation: TBA

TCH 310 Emergent and Early Literacy Methods for a Diverse Population Birth-Grade 6 (3 credits)

In this course, candidates will learn the cognitive, psychological, cultural, and linguistic processes of reading and writing at the emergent through early middle grade levels. Through models and applications using instructional texts, children's literature, art, technology and media applications, candidates will learn methods of curriculum-based and skill-based assessment and instruction consistent with the RTI framework of a tier-based approach to literacy instruction. Content addresses the contextual needs of native English learners, multilingual and ENL learners, and learners from diverse cultural backgrounds 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). Candidates will learn evidence-based approaches for classroom and differentiated instruction particularly appropriate for children's individual needs in Birth-Grade 6. Planning for classroom organization on a group and individual basis will be included. This course requires fieldwork. This course is required of all undergraduate Early/Childhood Education majors.

Course Rotation: NYC & PLV: Fall

TCH 310D CPD Field Experience - Childhood (0 credits)

This course is used to monitor and evaluate candidates.

TCH 311A Professional Seminar IV (0 credits)

TCH 311B Professional Seminar V (0 credits)

TCH 312 Fieldwork I in Early Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice developmentally appropriate early childhood practices appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, and assessment methods. Observations and initial practice, occurring one day per week, will be guided by an early childhood educator and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring, Fall

TCH 313 Fieldwork II in Early Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in developmentally appropriate early childhood practices appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring, Fall

TCH 314 Fieldwork I: Field Experiences in Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice childhood teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods. Observations and initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who facilitates the connection of the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of junior year

TCH 315 Fieldwork II: Field Experiences in Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice childhood teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods for a second semester. Observations and initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who facilitates the connection of the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC & PLV: Spring

TCH 316 Fieldwork I: Field Experiences in Adolescent Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods. Observations and initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of junior year

TCH 317 Fieldwork II: Field Experiences in Adolescent Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods for a second semester. Observations and Initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of junior year

TCH 323 Methods and Models of Teaching Adolescents (4 credits)

This course will provide secondary pre-service teachers with the knowledge of and practice in secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition. Topics included are: classroom community building, classroom management, instructional planning, assessment, evaluation, grading and strategies for enhancing discussion, cooperative learning, using technology and interdisciplinary teaching. Field experience/ Apprenticeship required. This course is required of all students seeking an Adolescent or Middle Childhood teaching certificate through a Pace program.

Course Rotation: TBA.

Prerequisites: Admission into the School of Education.

TCH 323D CPD Field Experience: Adolescent (0 credits)

This course will provide secondary pre-service teachers with the knowledge of and practice in secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition. Topics included are: classroom community building, classroom management, instructional planning, assessment, evaluation, grading and strategies for enhancing discussion, cooperative learning, using technology and interdisciplinary teaching. Field experience/ Apprenticeship required. This course is required of all students seeking an Adolescent or Middle Childhood teaching certificate through a Pace program.

Course Rotation: TBA.

Prerequisites: Admission into the School of Education.

TCH 350 Mathematic Methods: An Integrated Approach, Birth-Grade 6 (3 credits)

This course emphasizes approaches to teaching and assessing integrated mathematics and technology curricula that meet New York State learning standards from birth to grade 6. You will investigate how children construct meaning and learn mathematics, and what composes the mathematics curriculum. They will focus on ways to develop children's abilities and skills in numeration, calculation, mathematical reasoning, geometry, rational numbers, problem-solving, and communicating mathematically in real life situations. This course will include methods of enrichment and remediation.

Course Rotation: NYC & PLV: Fall & Spring

TCH 351 Foundations of Bilingual Education (3 credits)

This course provides the current research and theories forming the foundation of bilingual education. The course examines the philosophical, sociological and historical perspectives on bilingual education. The course introduces nationwide bilingual education and English as a second language program models and cultivates multicultural perspectives in bilingual education. Field experience/Apprenticeship required. This course is required all students seeking a Bilingual Education Extension to a teaching certificate through a Pace program.

Course Rotation: TBA.

TCH 395 Independent Study in Teaching (0-9 credits)

With the approval of the appropriate faculty member, the department chairperson, and the academic dean, students may select a topic for guided research that is not included in the regular course offerings. The student meets regularly with the faculty member to review progress. A research project or paper must also be submitted.

TCH 396A Understanding Development: Child and Adolescent Development in Context (3 credits)

This course provides an overview of major theories, current research, and controversial issues in child and adolescent development. Various developmental domains are examined in the contexts of culture, media, community, family, and school. The course examines developmental variations and individual differences to consider the impact of difference and diversity on learning and life. The course also explores how to apply developmental theories and research to the needs of children and youth across developmental, cultural, and linguistics domains in a variety of formal and informal learning environments.

Course Rotation: Fall; PLV

TCH 406 Interdisciplinary Methods: A Qualitative Focus (4 credits)**TCH 407 Literacy and Assessment II (4 credits)****TCH 410 Teaching Literacy Methods in the Humanities & Across Disciplines for a Diverse Population Grades K-6 (3 credits)**

In this course, candidates will learn strategies to support students' competencies as fluent readers and writers in the humanities and social sciences as well as across content area experiences. Candidates will build on their conceptual understandings of literacy development and include multi-literacies. The course will cover literacy methods and assessments used in math, science, social studies, and arts for grades K-6. Methods instruction will integrate literacy and content area state and national standards. The course will include explanations and applications for differentiating instructional strategies for students, approaches to content area assessment and instructions, and technological resources to meet the wide range of literacy, language, learning, and cognitive abilities of children in grades K-6. Fieldwork is required. This course is required of all undergraduate Childhood Education majors."

Course Rotation: NYC & PLV: Fall & Spring

TCH 410D CPD Experience (0 credits)**TCH 411A Professional Seminar VI (0 credits)****TCH 411B Professional Seminar VII (0 credits)**

TCH 412 Literacy Instruction in the Secondary School (3 credits)

This course examines theory, research and methods of practice for integrating literacy instruction in all content areas at the secondary level. Emphasis is on developing, speaking, reading and writing skills of students with varying abilities as needed for content learning. Additionally, technology is explored as a tool for enhancing literacy at the secondary level. This course is required of all students seeking an Adolescent or Middle Childhood teaching certificate.

Course Rotation: TBA.

TCH 412D CPD Field Experience - Adolescent (0 credits)

This course is used to monitor and evaluate candidates.

TCH 413 Fieldwork III in Early Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in developmentally appropriate early childhood practices appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring, Fall

TCH 414 Student Teaching Seminar in Early Childhood Settings (1-2 credits)

This course empowers students teaching candidates to apply principles, research, and theories of education in order to enable early childhood student learning during full-time student teaching. Supported through Inquiry and reflection, student teachers will fulfill capstone experiences required for certification. The course will emphasize the planning, instruction, and assessment cycle where Inquiry is essential for fostering effective teaching and learning experiences. In an effort to focus candidates on their future lives as professional teachers, the course also emphasizes professional growth and the use of networks for support over the career span

Course Rotation: NYC and PLV: Fall and Spring

TCH 415 Student Teaching in Early Childhood Settings (7 credits)

This course allows early childhood candidates to meet student teaching requirements for early childhood certification. Candidates develop and demonstrates skills in planning, instructing, and assessing early childhood students to meet the needs of all learners while under the guidance of early childhood mentors and university-based clinical supervisors. This course will provide candidates with the opportunity to demonstrate evidence of competency for teaching practice in early childhood classrooms as required by New York State. Pre-Requisites: Department Approval Required

Course Rotation: NYC and PLV: Fall and Spring

TCH 416 Fieldwork III: Field Experiences in Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in childhood teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who facilitate the connection of the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of senior year.

TCH 417 Student Teaching Seminar in Childhood Settings (2 credits)

This course empowers students teaching candidates to apply principles, research, and theories of education in order to enable grades 1-6 student learning during full-time student teaching. Supported through inquiry and reflection, student teachers will fulfill capstone experiences required for certification. The course will emphasize the planning, instruction, and assessment cycle where inquiry is essential for fostering effective teaching and learning experiences. In an effort to focus candidates on their future lives as professional teachers, the course also emphasizes professional growth and the use of networks for support over the career span.

Course Rotation: NYC & PLV: Spring

TCH 418 Fieldwork III: Field Experiences in Adolescent Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of senior year.

TCH 419 Student Teaching Seminar in Adolescent Settings (2 credits)

This course empowers students teaching candidates to apply principles, research, and theories of education in order to enable grade 7-12 student learning during full-time student teaching. Supported through inquiry and reflection, student teachers will fulfill capstone experiences required for certification. The course will emphasize the planning, instruction, and assessment cycle where inquiry is essential for fostering effective teaching and teaming experiences. In an effort to focus candidates on their future lives as professional teachers, the course also emphasizes professional growth and the use of networks for support over the career span.

Course Rotation: NYC, PLV; Fall, Spring

TCH 420 Science Methods: An Integrated Approach, Birth-Grade 6 (3 credits)

All students to use scientific information to make choices that arise every day. In this course, candidates will explore the inquiry approach to science education in early childhood and childhood settings. Candidates will learn how to teach science by having children perform science investigations in the context of writing and class discussion that is critical to learning. Candidates will link science to writing in science, science and the arts, and to literacy connections. Given this, candidates will engage in curriculum lesson development and personal instructional planning with specific strategies designed for all students, including those with disabilities, special needs, and ELL students to attain the highest level of academic achievement and independence. Candidates will use formal and informal methods of assessment as a means of not only analyzing student learning, but also for differentiating instruction. Fieldwork is required.

Course Rotation: Fall and Spring

Prerequisites: Senior standing and admission into the School of Education.

TCH 421 Observing, Recording, & Assessing Development & Learning in Young Children (3 credits)

This course focuses on the role of assessment as an ongoing, collaborative process of gathering and interpreting objective information about young children's (birth to 8 years) behaviors and the social and physical environment to make decisions regarding appropriate services and supports. An emphasis will be placed on developmentally appropriate assessment practices - Including partnering with families - applying interdisciplinary and transdisciplinary teaming approaches throughout the assessment process, identifying appropriate assessment methods and tools for the decisions being made, and linking assessment to programming. A variety of formal and authentic assessment methods and tools will be explored and critiqued to determine their strengths and limitations in making decisions for children who are culturally, linguistically, and ability diverse. Assessment terminology and legal and ethical principles of assessment will be explored.

Course Rotation: NYC, PLV; Spring, Fall

TCH 426 Teaching English to Adolescents (3 credits)

This course explores content specific issues, strategies for lesson and unit design, pedagogical methods including digital technologies to facilitate meaningful inquiries for secondary students in English Language Arts (ELA). The course emphasizes creating ELA curriculum that connects adolescents to relevant issues of personal identity, race and culture, as well as social justice and communities. Candidates will learn pedagogies to engage students in critical analysis of a variety of genres such as poetry, short stories, novels, Shakespearean and contemporary plays, multimodal, and various non-fiction texts. In addition, candidates will learn pedagogies to engage students in all aspects of the writing process to compose various texts including narrative, expository, analytical arguments, multimodal, and research projects. Formal and informal assessment of the integrated strands of reading, writing, listening, and speaking, including various ways to support a range of students with diverse literacy needs, will be introduced to support differentiation in the ELA classroom.

Course Rotation: NYC & PLV: Fall & Spring

TCH 427 Teaching World Languages to Adolescent (3 credits)

This course is designed to provide beginning World Languages teachers the opportunity to develop curriculum materials, plan instruction, develop and analyze assessments for teaching World Languages in today's diverse classrooms with students of a wide range of abilities and prior language experiences. Candidates will develop the knowledge and skills to implement instruction of languages and culture in meaningful and authentic ways. They will use (multiple) formal and informal methods of assessment (of the four language skills, listening, speaking, reading, and writing) to inform and design effective instruction to improve student learning in World Languages. Candidates will demonstrate their ability to differentiate instruction to meet the needs, skills, and interests of diverse students (including heritage speakers). Candidates will integrate creative and appropriate uses of technology as a tool to enhance and support student learning in languages. They will reflect on their plans and practices and draw on professional resources and research in the field of secondary World Language instruction to articulate a personal vision of teaching World Languages for today's secondary students.

Course Rotation: TBA.

TCH 428 Teaching Mathematics to Adolescents (3 credits)

This course prepares mathematics teacher candidates to develop curriculum materials that will engage diverse secondary students with a wide range of abilities in mathematical thinking, communication, and problem solving consistent with national standards. Candidates will learn to plan units, lesson, and instruction to demonstrate content competency in a range of mathematics content. They will also use formal and informal methods of assessment to modify designs in order to improve student learning for all. Candidates will demonstrate skill in creative, appropriate, and content-specific uses of technology to enhance students' mathematics learning in diverse and inclusive classrooms. In addition, candidates will become reflective practitioners who learn how to use student feedback and assessment data to guide planning designs and future instructional moves.

Course Rotation: NYC & PLV; TBD

TCH 429 Teaching Science to Adolescents (3 credits)

This course is designed to prepare secondary science teaching candidates to plan, implement and assess science instruction for diverse students with a wide range of abilities. Teaching candidates will use formal and informal methods of assessment to design effective differentiated instruction to improve student learning. The course emphasizes planning and assessment designs that engage students in the nature of science inquiry where secondary students engage in thinking and working as scientists. Candidates will demonstrate skill in creative and appropriate uses of technology to enhance students' science learning in diverse and inclusive classrooms. In addition, candidates will become reflective practitioners who learn how to use student feedback and assessment data to guide planning designs and future instructional moves.

Course Rotation: NYC & PLV: Fall & Spring

TCH 430 Teaching Social Studies to Adolescents (3 credits)

This course is designed to provide candidates for New York State Certification in the Social studies with the knowledge and skills for planning, teaching, and assessing adolescent learning in this content area. In addition, candidates will learn how to select and develop curriculum materials for adolescents with a wide range of abilities. Throughout the course candidates will study theory and practices for teaching adolescents how to think, read, and write as historians and social scientists. A central instructional theme of the course is to use inquiry-based approaches, consistent with national and state social studies inquiry frameworks, that inspire students to learn and demonstrate understanding. Candidates will learn to critically and creatively use primary documents, digital technologies, informal and formal assessment methods, differentiated instruction, and relevant national and state standards for teaching the social studies to adolescents from diverse backgrounds.

Course Rotation: NYC & PLV: Fall & Spring

TCH 431 Teaching the Adolescent Writer (4 credits)

TCH 440 Social Science Methods: An Integrated Approach (3 credits)

In this course, students will develop approaches to teaching integrated social studies curricula that meet New York State learning standards. Students will examine the social science disciplines and the importance of history in the curriculum for elementary students' understanding of democracy and citizenship. The use of technology learning and research in the social sciences is explored as well as methods of assessing knowledge in the social sciences.

Course Rotation: NYC & PLV: Spring

TCH 440D CPD Field Experience: Childhood (0 credits)

This course is used to monitor and evaluate candidates in the field.

Course Rotation: Fall

TCH 452 Understanding Language, Culture, and Education (3 credits)

This course introduces students to theories of sociolinguistics, language acquisition, how language is used in the school context, and how it affects cognitive and social development. The course content includes the relationships between language and culture, language and identity, and what we mean when we talk about classroom discourse. Students will learn how, as teachers, using culturally sensitive lessons they can help their students develop academic language, critical thinking abilities and positive social relationship with peers. They will learn how to incorporate students' Funds of Knowledge. Students will examine how various cultures contribute to the complexity of what and how we learn and know, and how we make sense of the world.

Course Rotation: TBD

TCH 452D CPD Experience (0 credits)

TCH 453 Methods and Materials of Teaching in Pre K-6 in the Bi-Lingual Classroom (3 credits)

This course focuses on helping you construct meaning in classroom literacy activities in a bilingual context. The course examines language teaching methods and models, and effective integrative instructional practices in the teaching of reading and language arts to the bilingual child. Field experience/apprenticeship in bilingual classroom is required. This course is required of all students seeking a Bilingual Education Extension to a Childhood teaching certificate through a Pace program.

Course Rotation: TBA.

TCH 454 Methods of Teaching Bilingual Students Grades 7-12 (3 credits)

This course explores methods of assessment, instructional design and classroom management appropriate for content specific classrooms (e.g., science, mathematics, social studies) in which bilingual students are participants. Field experience is required. This course is required for all students seeing a Bilingual Education Extension to an Adolescent teaching certificate through a Pace program.

Course Rotation: TBA.

TCH 455 Middle Childhood / Early Adolescence: Community, Culture, Identity (3 credits)

This community-centered, site based, interdisciplinary (sociology, psychology, philosophy) course explores the lives of middle childhood/early adolescents through the lenses of youth culture, popular culture, community, interpersonal relationships, and psycho-social-cultural theory. This course is integrated through field-based experiences/apprenticeships in such settings as community service agencies, popular culture sites, juvenile detention centers, and adverse range of middle schools. This course is required for individuals seeking a Middle Childhood Generalist or Middle Childhood Specialist Certificate through a Pace University program.

Course Rotation: TBA.

TCH 456 Differentiating Curriculum and Instruction in Middle Childhood Education (3 credits)

This course builds on the theme established in TCH 455 and introduces you to the relationship between the unique culture of middle childhood/early adolescence and best practice in teaching. Attention is given to the learning experience of middle childhood as well as the effect of variant levels of literacy and childhood as well as the effect of variant levels of literacy and English language skills on content-area instruction. Technology to enhance middle childhood learning is explored. The field based experience/apprenticeship for this course will focus on curriculum selection and academic instruction. This course is required for individuals seeking a Middle Childhood Generalist or Middle Childhood Specialist Certificate through a Pace University program.

Course Rotation: TBA.

TCH 475 Introduction to Special Education (3 credits)

This course provides an overview of the laws, available services, and research-based practices for effectively teaching students with disabilities. The course will explore the historical and philosophical foundations of disability classification and special education, and the impact of special education law and research on the referral, classification, placement and instruction of children and adolescents with disabilities. Through research, simulation, and fieldwork course participants will learn to access disability related information and develop an understanding of the role of the teacher in implementing the Individualized Education Plan (IEP).

Course Rotation: NYC: Fall, Spring; PLV: Fall, Spring.

TCH 475D Center for Professional Development Field Experience: Adolescent (0 credits)

This course is used to monitor and evaluate candidates in the field.

Course Rotation: PLV; Fall

TCH 490 Language Arts and Children's Literature (4 credits)

This course will enable you to construct a New York State standards-based language arts program for the elementary grades using quality children's literature. You will investigate research-based strategies for teaching the language arts, and the approaches used by childhood teachers to select and incorporate children's literature in the curriculum. Differentiating instruction, based on level of literacy and English language acquisition, is covered in this course, as well as ways to use technology to enhance the language arts. This course is required of all Childhood Education majors.

Course Rotation: TBA.

TCH 493 Student Teaching in Early Childhood and Childhood Settings (7 credits)

This course allows students in the dual certification Childhood and Early Childhood Education Program (Program Code: CECE) to meet student teaching requirements for early childhood and childhood education. Candidates develop and demonstrate skills in planning, instructing, and assessing early childhood/childhood students to meet the needs of all learners while under the guidance of early childhood/childhood mentors and university-based clinical supervisors. This course will provide candidates with the opportunity to demonstrate evidence of competency for teaching practice in early childhood/childhood classrooms as required by New York State. Students will be placed in 1st or 2nd grade for a full-time student teaching experience.

Course Rotation: NYC & PLV; Spring

TCH 494 Student Teaching Seminar in Early Childhood and Early Childhood Settings (2 credits)

This course allows students in the early childhood / childhood dual certificate program to meet student teaching requirements for early childhood and childhood certification. Candidates develop and demonstrate skills in planning, instructing, and assessing early childhood / childhood students to meet the needs of all learners while under the guidance of early childhood / childhood mentors and university-based clinical supervisors. This course will provide candidates with the opportunity to demonstrate evidence of competency for teaching practice in early childhood / childhood classrooms as required by New York State. Students will be placed in 1st or 2nd grade for a full-time student teaching experience.

Course Rotation: NYC & PLV: Spring

TCH 495 Student Teaching in Adolescent Classroom (7 credits)

This is the final apprenticeship semester for those developing their teaching skills for working with adolescents. You will spend one-full day, five days a week in the school setting under the supervision of a school-based teacher and a university instructor. Students who have taken course work for additional certificates will be provided with teaching experiences at the level appropriate to the desired certificate. In this semester, you will develop your teaching skills through working with adolescents at both the grades 7-9 and grades 10-12 levels. During this experience, you will increasingly assume responsibility for the organization, design, and management of the classroom. Successful completion of this apprenticeship is required for completion of a single degree program (B.A.) with a major in Adolescent Education.

Course Rotation: TBA.

Prerequisites: Senior standing and permission of the Department.

TCH 495S Seminar: Adolescent Student Teaching (0 credits)

Prerequisites: Senior standing and permission of the Department.

TCH 497 Student Teaching Seminar in Speech and Language Disabilities (6 credits)

Prerequisites: Senior standing and permission of Department.

TCH 498 Supervised Student Teaching and Seminar (7 credits)

In this final semester, you will develop your teaching skills through working with young children as well as those in upper grade levels, and integrate educational theories with teaching practice. During this experience, you will increasingly assume responsibility for the organization of the classroom and the design and management of the curriculum. Days spent teaching in particular grade levels will depend upon your individual program. Successful completion of this apprenticeship is required for completion of a single degree program (B.A.) with a major in Childhood Education.

Course Rotation: TBA.

Prerequisites: Senior standing and permission of the Department.

TCH 498S Seminar: Student Teaching in Childhood Education (0 credits)

Prerequisites: Senior standing and permission of the department.

TCH 499 Seminar on Schooling (4 credits)

This seminar accompanies TCH 498 (Final Apprenticeship: Childhood Education) and provides opportunities for the student and the university supervisor to reflect and evaluate all aspects of the teaching apprenticeship experience. Successful completion of this seminar is required for completion of a single degree program (B.A.) with a major in Childhood Education.

Prerequisites: None. Fulfills Honors Seminar

TCH 100A Orientation (1 credits)**TCH 100B Orientation (1 credits)****TCH 111 Professional Teaching Seminar I (1 credits)**

This first seminar in the School of Education Professional Seminar series features topics related to the standards and assessments significant to teaching and becoming a teacher. You will be introduced to New York State expectations regarding learning standards and the assessment process for both the students you are preparing to teach and also for yourself as a prospective teacher and potential School of Education candidate. You will be introduced to a variety of technology tools and to the responsibilities and skills involved in being a successful pre-teaching student at Pace. Successful completion of this seminar is required of all students seeking formal admission to the School of Education.

Course Rotation: TBA.

TCH 111A Professional Seminar I: Standards in Assessment (1 credits)

This first seminar in the School of Education Professional Seminar series features topics related to the standards and assessments significant to teaching and becoming a teacher. You will be introduced to New York State expectations regarding learning standards and the assessment process for both the students you are preparing to teach and also for yourself as a prospective teacher and potential School of Education candidate. You will be introduced to a variety of technology tools and to the responsibilities and skills involved in being a successful pre-teaching student at Pace. Successful completion of this seminar is required of all seeking formal admission to the School of Education.

TCH 201 Understanding Schools (3 credits)

This course examines schools in a changing global society. By examining the history, philosophy, legal and social responsibilities associated with schooling in the US and globally, candidates are introduced to the interactions among society, families, schools, curriculum, teachers, students and cultures. Through guided field experiences, students will observe and reflect on different aspects of schooling with particular focus placed on the role of teachers as agents of change and empowerment. During this course candidates will be challenged to examine the school as a diverse and inclusive community where all participants can learn in a safe and appropriate environment.

Course Rotation: Fall and Spring

TCH 201N Education I: Understanding Schools - Learning Community (4 credits)

These two courses provide students with the opportunity to research and write about historical and contemporary issues in education. ENG 201N offers a variety of writing assignments coordinated with students' field experiences and readings in TCH 201N. TCH 201N requires students to complete several writing assignments that match and are enhanced by their efforts in ENG 201N.

TCH 201R Education I: Understanding Schools - Learning Community (4 credits)**TCH 202 Education Two (4 credits)****TCH 203 Understanding Development: Childhood and Adolescence in Context (3 credits)**

This course provides an overview of major theories, current research, and controversial issues in child and adolescent development. Various developmental domains are examined in the contexts of culture, media, community, family, and school. The course examines developmental variations and individual differences to consider the impact of difference and diversity on learning and life. The course also explores how to apply developmental theories and research to respond to the needs of children and youth across developmental, cultural, and linguistic domains in a variety of formal and informal learning environments.

Course Rotation: NYC, PLV; Fall, Spring

TCH 204 Child Development in the Context of Families (3 credits)

This course focuses on the theories, research, and related current developmental processes, prenatal to 6 grade with specific attention to the role of family and early interactions. This course will examine child development and the Influence of multiple factors, including biology, family, community, language, culture, and specific developmental disabilities or delays, through a contextual, transactional framework. Various developmental processes, including social interactions, meaning making, self-regulation, moral, and self-concept development, will be examined, recognizing the integration of developmental domains. This course explores the centrality of the family, the commonalities and diversity in family systems and parenting processes and how these factors influence family-professional partnership development and support provision. This course relies on observation and interpretation of theoretical and empirical knowledge to understand and apply developmental concepts to better understand and work with children and families in home, classroom, and community settings.

Course Rotation: NYC and PLV: Fall and Spring

TCH 211A 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: Fall, Spring and Summer

TCH 211B Professional Seminar III (0-1 credits)

The initial focus of this third seminar in the Professional Seminar series is preparation for formal entry into the School of Education. Seminar sessions contain specific information related to the application process and criteria and structured activities linked to meeting the standards for entry, including successful completion of required assessments. Other sessions of the seminar will provide more in-depth work with the NY state K-12 Learning Standards, specifically the standards for Health, Physical Education, and Home Economics, the Arts, and Career Development and Occupational Studies. Successful completion of this seminar is required of all students seeking teacher certification through a Pace University undergraduate or Combined Degree program.

Course Rotation: TBA.

TCH 211D DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention (0 credits)

Course Rotation: Fall, Spring and Summer

TCH 212 Understanding the Potential of the Humanities & Creative Arts in Children's Education & Development (3 credits)

This course examines the humanities and creative arts and why they are essential for children's development and education. The goals of this course are (1) to help students develop an informed understanding of the roles of humanistic, literary and artistic creativity in human experience; (2) to examine how study of the humanities and creative arts improves children's understanding and thinking about themselves, others and the world, and (3) to provide a global perspective on the ways in which the humanities and creative arts represents the human experience. A unique aspect of the course is the use of the urban environment of New York City and its surrounding areas, particularly its museums, archives, historical sites, theaters and neighborhoods, as resources for learning about the humanities and creative arts.

Course Rotation: Spring

TCH 215 Understanding Teaching & Learning: General Curriculum Models & Methods for all Learners (3 credits)

This course provides students with a wide variety of learning theories and instructional strategies to understand and meet the needs of all students. Students will demonstrate understanding of learning theories and of curriculum design models to enable all students to be successful learners. Students will apply learning theories, research, and curriculum design principles and practices to translate standards into big ideas, assessment tasks, and learning activities in lesson and unit planning. Students will demonstrate proficiency in developmentally appropriate teaching methods, such as lecture, questioning, and cooperative learning.

Course Rotation: TBA.

TCH 222 Hollywood's Representation of Schooling: A Critical Analysis of Film's Portrayal of Teachers, Students (3 credits)

Movies entertain, inform, and shape viewers' thoughts about everyday phenomena. In this course, students will analyze how movies represent teachers, students, and classroom life. The goals of the course are to (1) acquire strategies of critical literacy and critical media literacy that can be applied to movies; (2) discover how artistic skills and strategies for composing movies position viewers' understanding of teaching and classroom life; (3) acquire an understanding of how movies' portrayal of schools has evolved over time to represent stereotyped ways of thinking about education, teachers, and students. The course examines historical and contemporary movies, including fiction and non-fiction, short and full-length features. This course is designed as an AOK 4 and Writing Enhanced course (WEC).

TCH 296Z 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.

TCH 301 Understanding Learning Environments (3 credits)

The course examines motivation, engagement, behavior, and learning in relation to current developmental and ecological theories of education in various settings. Students will consider the knowledge, skills and dispositions necessary for successfully creating formal learning environments (such as classrooms), facilitating learning in informal settings (in afterschool or in digital environments), and forging productive learning relationships with families and communities. The course focuses primarily on the facilitation of whole and small group interactions and introduces strategies for meeting individuals' needs. This course is designed as a community learning experience. Class discussion will be a primary way in which you will construct knowledge in this course. The course will require your active, thoughtful and open-minded participation in our discussions and activities. Attendance and active participation are important components to your success in the course. Students learn more when they actively participate.

Course Rotation: NYC & PLV: TBD

Prerequisites: Admission into the School of Education.

TCH 301D CPD Experience (0 credits)**TCH 302 Introduction to Special Education (4 credits)**

This course provides childhood pre-service teachers with knowledge and practice in special education so that they will be able to support and instruct students with disabilities in their general education classrooms. The course will explore the historical and philosophical foundations of special education, characteristics of students with disabilities, and the impact of special education law and research on referral, classification, placement, and instruction. Through research, simulation, and fieldwork students will learn to access disability-related information, develop an understanding of the Individualized Education Plan (IEP), and be able to plan instruction in accordance with a student's individualized needs and strengths. This survey course is designed to be taken in the fall of the junior year following admission to the School of Education and requires one full day per week of field-based work in a school setting.

TCH 303 Education Three (4 credits)**TCH 304 Interdisciplinary Methods I - A Quantitative Focus (4 credits)****TCH 305 Literacy and Assessments I (4 credits)****TCH 306 Creating Developmentally Appropriate Learning Experiences & Learning Environments in Early Childhood (3 credits)**

This course focuses on curriculum design to promote learning and development /or all children, birth through grade 2, in classroom, home, and community settings with special attention to the social and physical learning environment. The foundations of curriculum development, most particularly using play and everyday routine activities as the context for learning, applying various adult facilitation strategies, observing and recording children's behavior for planning and evaluating effectiveness will be explored. Various curricular approaches and methods and developmentally appropriate practices and recommended practices will be emphasized. Practices addressed in this course include drawing on each child's individual strengths as well as home culture and language; meeting the unique needs of each child; creating a positive physical and social learning environment through attention to space, materials, schedules, and interactions. This course will investigate both social aspects of responsive environments - approaches to responsive caregiving, caring communities, and fostering positive peer relationships - and physical characteristics, such as scheduling, room arrangement, materials, and physical adaptations. Opportunities to explore responsive approaches such as relationship-based programming, modeling and encouraging classroom communities, strategies to promote social-emotional competence, will be integrated into the course through observations and hands on experiences. Department Approval Required

Course Rotation: NYC, PLV; Spring, Fall

TCH 307 Early Childhood Arts, Humanities, Music, & Play: Processes and Practices (3 credits)

This course focuses on the development of creative expression, understanding of self within the context of community, and understanding the specific communities of classroom, family, neighborhood, and the outside world for all the children, who are culturally, linguistically, and ability diverse, from birth through grade 2. Approaches to supporting children as they engage in multiple forms of creative arts, the different types of play, and discovery of citizenship will be explored. Skills in understanding the essential concepts, inquiry tools, and structures, and knowledge of resources for developing meaningful and challenging curriculum for all young children, will be developed. This course provides an introduction to New York State standards and immersion in NAEYC developmentally appropriate practices in arts, humanities, and social studies. Specific, evidence based methods, embedded within classroom, home, and community activities and across curricular areas, will be analyzed so the emerging professionals, and the families they support, can assess and promote arts, humanities, music, and play-based learning. Department Approval Required

Course Rotation: NYC and PLV: Fall and Spring

TCH 308 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

TCH 309 Understanding Assessment and Evaluation (3 credits)

In this course, candidates will develop understanding of current trends and practices in general assessment of student learning and teacher quality in the context of national, state, and local policies. This course introduces candidates to multiple types of assessments and their uses in monitoring student growth and achievement. 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.

Course Rotation: TBA

TCH 310 Emergent and Early Literacy Methods for a Diverse Population Birth-Grade 6 (3 credits)

In this course, candidates will learn the cognitive, psychological, cultural, and linguistic processes of reading and writing at the emergent through early middle grade levels. Through models and applications using instructional texts, children's literature, art, technology and media applications, candidates will learn methods of curriculum-based and skill-based assessment and instruction consistent with the RTI framework of a tier-based approach to literacy instruction. Content addresses the contextual needs of native English learners, multilingual and ENL learners, and learners from diverse cultural backgrounds 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). Candidates will learn evidence-based approaches for classroom and differentiated instruction particularly appropriate for children's individual needs in Birth-Grade 6. Planning for classroom organization on a group and individual basis will be included. This course requires fieldwork. This course is required of all undergraduate Early/Childhood Education majors.

Course Rotation: NYC & PLV: Fall

TCH 310D CPD Field Experience - Childhood (0 credits)

This course is used to monitor and evaluate candidates.

TCH 311A Professional Seminar IV (0 credits)**TCH 311B Professional Seminar V (0 credits)****TCH 312 Fieldwork I in Early Childhood Settings (0-1 credits)**

This fieldwork provides teaching candidates with the opportunity to observe and practice developmentally appropriate early childhood practices appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, and assessment methods. Observations and initial practice, occurring one day per week, will be guided by an early childhood educator and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring, Fall

TCH 313 Fieldwork II in Early Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in developmentally appropriate early childhood practices appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring, Fall

TCH 314 Fieldwork I: Field Experiences in Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice childhood teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods. Observations and initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who facilitates the connection of the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of junior year

TCH 315 Fieldwork II: Field Experiences in Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice childhood teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods for a second semester. Observations and initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who facilitates the connection of the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC & PLV: Spring

TCH 316 Fieldwork I: Field Experiences in Adolescent Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods. Observations and initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of junior year

TCH 317 Fieldwork II: Field Experiences in Adolescent Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods for a second semester. Observations and Initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of junior year

TCH 323 Methods and Models of Teaching Adolescents (4 credits)

This course will provide secondary pre-service teachers with the knowledge of and practice in secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition. Topics included are: classroom community building, classroom management, instructional planning, assessment, evaluation, grading and strategies for enhancing discussion, cooperative learning, using technology and interdisciplinary teaching. Field experience/ Apprenticeship required. This course is required of all students seeking an Adolescent or Middle Childhood teaching certificate through a Pace program.

Course Rotation: TBA.

Prerequisites: Admission into the School of Education.

TCH 323D CPD Field Experience: Adolescent (0 credits)

This course will provide secondary pre-service teachers with the knowledge of and practice in secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition. Topics included are: classroom community building, classroom management, instructional planning, assessment, evaluation, grading and strategies for enhancing discussion, cooperative learning, using technology and interdisciplinary teaching. Field experience/ Apprenticeship required. This course is required of all students seeking an Adolescent or Middle Childhood teaching certificate through a Pace program.

Course Rotation: TBA.

Prerequisites: Admission into the School of Education.

TCH 350 Mathematic Methods: An Integrated Approach, Birth-Grade 6 (3 credits)

This course emphasizes approaches to teaching and assessing integrated mathematics and technology curricula that meet New York State learning standards from birth to grade 6. You will investigate how children construct meaning and learn mathematics, and what composes the mathematics curriculum. They will focus on ways to develop children's abilities and skills in numeration, calculation, mathematical reasoning, geometry, rational numbers, problem-solving, and communicating mathematically in real life situations. This course will include methods of enrichment and remediation.

Course Rotation: NYC & PLV: Fall & Spring

TCH 351 Foundations of Bilingual Education (3 credits)

This course provides the current research and theories forming the foundation of bilingual education. The course examines the philosophical, sociological and historical perspectives on bilingual education. The course introduces nationwide bilingual education and English as a second language program models and cultivates multicultural perspectives in bilingual education. Field experience/Apprenticeship required. This course is required all students seeking a Bilingual Education Extension to a teaching certificate through a Pace program.

Course Rotation: TBA.

TCH 395 Independent Study in Teaching (0-9 credits)

With the approval of the appropriate faculty member, the department chairperson, and the academic dean, students may select a topic for guided research that is not included in the regular course offerings. The student meets regularly with the faculty member to review progress. A research project or paper must also be submitted.

TCH 396A Understanding Development: Child and Adolescent Development in Context (3 credits)

This course provides an overview of major theories, current research, and controversial issues in child and adolescent development. Various developmental domains are examined in the contexts of culture, media, community, family, and school. The course examines developmental variations and individual differences to consider the impact of difference and diversity on learning and life. The course also explores how to apply developmental theories and research to the needs of children and youth across developmental, cultural, and linguistics domains in a variety of formal and informal learning environments.

Course Rotation: Fall; PLV

TCH 406 Interdisciplinary Methods: A Qualitative Focus (4 credits)

TCH 407 Literacy and Assessment II (4 credits)

TCH 410 Teaching Literacy Methods in the Humanities & Across Disciplines for a Diverse Population Grades K-6 (3 credits)

In this course, candidates will learn strategies to support students' competencies as fluent readers and writers in the humanities and social sciences as well as across content area experiences. Candidates will build on their conceptual understandings of literacy development and include multi-literacies. The course will cover literacy methods and assessments used in math, science, social studies, and arts for grades K-6. Methods instruction will integrate literacy and content area state and national standards. The course will include explanations and applications for differentiating instructional strategies for students, approaches to content area assessment and instructions, and technological resources to meet the wide range of literacy, language, learning, and cognitive abilities of children in grades K-6. Fieldwork is required. This course is required of all undergraduate Childhood Education majors."

Course Rotation: NYC & PLV: Fall & Spring

TCH 410D CPD Experience (0 credits)

TCH 411A Professional Seminar VI (0 credits)

TCH 411B Professional Seminar VII (0 credits)

TCH 412 Literacy Instruction in the Secondary School (3 credits)

This course examines theory, research and methods of practice for integrating literacy instruction in all content areas at the secondary level. Emphasis is on developing, speaking, reading and writing skills of students with varying abilities as needed for content learning. Additionally, technology is explored as a tool for enhancing literacy at the secondary level. This course is required of all students seeking an Adolescent or Middle Childhood teaching certificate.

Course Rotation: TBA.

TCH 412D CPD Field Experience - Adolescent (0 credits)

This course is used to monitor and evaluate candidates.

TCH 413 Fieldwork III in Early Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in developmentally appropriate early childhood practices appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring, Fall

TCH 414 Student Teaching Seminar in Early Childhood Settings (1-2 credits)

This course empowers students teaching candidates to apply principles, research, and theories of education in order to enable early childhood student learning during full-time student teaching. Supported through Inquiry and reflection, student teachers will fulfill capstone experiences required for certification. The course will emphasize the planning, instruction, and assessment cycle where Inquiry is essential for fostering effective teaching and learning experiences. In an effort to focus candidates on their future lives as professional teachers, the course also emphasizes professional growth and the use of networks for support over the career span

Course Rotation: NYC and PLV: Fall and Spring

TCH 415 Student Teaching in Early Childhood Settings (7 credits)

This course allows early childhood candidates to meet student teaching requirements for early childhood certification. Candidates develop and demonstrates skills in planning, instructing, and assessing early childhood students to meet the needs of all learners while under the guidance of early childhood mentors and university-based clinical supervisors. This course will provide candidates with the opportunity to demonstrate evidence of competency for teaching practice in early childhood classrooms as required by New York State. Pre-Requisites: Department Approval Required

Course Rotation: NYC and PLV: Fall and Spring

TCH 416 Fieldwork III: Field Experiences in Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in childhood teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who facilitate the connection of the fieldwork experience to theories, research, and methods in concurrent coursework .

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of senior year.

TCH 417 Student Teaching Seminar in Childhood Settings (2 credits)

This course empowers students teaching candidates to apply principles, research, and theories of education in order to enable grades 1-6 student learning during full-time student teaching. Supported through inquiry and reflection, student teachers will fulfill capstone experiences required for certification. The course will emphasize the planning, instruction, and assessment cycle where inquiry is essential for fostering effective teaching and learning experiences. In an effort to focus candidates on their future lives as professional teachers, the course also emphasizes professional growth and the use of networks for support over the career span.

Course Rotation: NYC & PLV: Spring

TCH 418 Fieldwork III: Field Experiences in Adolescent Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of senior year.

TCH 419 Student Teaching Seminar in Adolescent Settings (2 credits)

This course empowers students teaching candidates to apply principles, research, and theories of education in order to enable grade 7-12 student learning during full-time student teaching. Supported through inquiry and reflection, student teachers will fulfill capstone experiences required for certification. The course will emphasize the planning, instruction, and assessment cycle where inquiry is essential for fostering effective teaching and teaming experiences. In an effort to focus candidates on their future lives as professional teachers, the course also emphasizes professional growth and the use of networks for support over the career span.

Course Rotation: NYC, PLV; Fall, Spring

TCH 420 Science Methods: An Integrated Approach, Birth-Grade 6 (3 credits)

All students to use scientific information to make choices that arise every day. In this course, candidates will explore the inquiry approach to science education in early childhood and childhood settings. Candidates will learn how to teach science by having children perform science investigations in the context of writing and class discussion that is critical to learning. Candidates will link science to writing in science, science and the arts, and to literacy connections. Given this, candidates will engage in curriculum lesson development and personal instructional planning with specific strategies designed for all students, including those with disabilities, special needs, and ELL students to attain the highest level of academic achievement and independence. Candidates will use formal and informal methods of assessment as a means of not only analyzing student learning, but also for differentiating instruction. Fieldwork is required.

Course Rotation: Fall and Spring

Prerequisites: Senior standing and admission into the School of Education.

TCH 421 Observing, Recording, & Assessing Development & Learning in Young Children (3 credits)

This course focuses on the role of assessment as an ongoing, collaborative process of gathering and interpreting objective information about young children's (birth to 8 years) behaviors and the social and physical environment to make decisions regarding appropriate services and supports. An emphasis will be placed on developmentally appropriate assessment practices - including partnering with families - applying interdisciplinary and transdisciplinary teaming approaches throughout the assessment process, identifying appropriate assessment methods and tools for the decisions being made, and linking assessment to programming. A variety of formal and authentic assessment methods and tools will be explored and critiqued to determine their strengths and limitations in making decisions for children who are culturally, linguistically, and ability diverse. Assessment terminology and legal and ethical principles of assessment will be explored.

Course Rotation: NYC, PLV; Spring, Fall

TCH 426 Teaching English to Adolescents (3 credits)

This course explores content specific issues, strategies for lesson and unit design, pedagogical methods including digital technologies to facilitate meaningful inquiries for secondary students in English Language Arts (ELA). The course emphasizes creating ELA curriculum that connects adolescents to relevant issues of personal identity, race and culture, as well as social justice and communities. Candidates will learn pedagogies to engage students in critical analysis of a variety of genres such as poetry, short stories, novels, Shakespearean and contemporary plays, multimodal, and various non-fiction texts. In addition, candidates will learn pedagogies to engage students in all aspects of the writing process to compose various texts including narrative, expository, analytical arguments, multimodal, and research projects. Formal and informal assessment of the integrated strands of reading, writing, listening, and speaking, including various ways to support a range of students with diverse literacy needs, will be introduced to support differentiation in the ELA classroom.

Course Rotation: NYC & PLV: Fall & Spring

TCH 427 Teaching World Languages to Adolescent (3 credits)

This course is designed to provide beginning World Languages teachers the opportunity to develop curriculum materials, plan instruction, develop and analyze assessments for teaching World Languages in today's diverse classrooms with students of a wide range of abilities and prior language experiences. Candidates will develop the knowledge and skills to implement instruction of languages and culture in meaningful and authentic ways. They will use (multiple) formal and informal methods of assessment (of the four language skills, listening, speaking, reading, and writing) to inform and design effective instruction to improve student learning in World Languages. Candidates will demonstrate their ability to differentiate instruction to meet the needs, skills, and interests of diverse students (including heritage speakers). Candidates will integrate creative and appropriate uses of technology as a tool to enhance and support student learning in languages. They will reflect on their plans and practices and draw on professional resources and research in the field of secondary World Language instruction to articulate a personal vision of teaching World Languages for today's secondary students.

Course Rotation: TBA.

TCH 428 Teaching Mathematics to Adolescents (3 credits)

This course prepares mathematics teacher candidates to develop curriculum materials that will engage diverse secondary students with a wide range of abilities in mathematical thinking, communication, and problem solving consistent with national standards. Candidates will learn to plan units, lesson, and instruction to demonstrate content competency in a range of mathematics content. They will also use formal and informal methods of assessment to modify designs in order to improve student learning for all. Candidates will demonstrate skill in creative, appropriate, and content-specific uses of technology to enhance students' mathematics learning in diverse and inclusive classrooms. In addition, candidates will become reflective practitioners who learn how to use student feedback and assessment data to guide planning designs and future instructional moves.

Course Rotation: NYC & PLV; TBD

TCH 429 Teaching Science to Adolescents (3 credits)

This course is designed to prepare secondary science teaching candidates to plan, implement and assess science instruction for diverse students with a wide range of abilities. Teaching candidates will use formal and informal methods of assessment to design effective differentiated instruction to improve student learning. The course emphasizes planning and assessment designs that engage students in the nature of science inquiry where secondary students engage in thinking and working as scientists. Candidates will demonstrate skill in creative and appropriate uses of technology to enhance students' science learning in diverse and inclusive classrooms. In addition, candidates will become reflective practitioners who learn how to use student feedback and assessment data to guide planning designs and future instructional moves.

Course Rotation: NYC & PLV: Fall & Spring

TCH 430 Teaching Social Studies to Adolescents (3 credits)

This course is designed to provide candidates for New York State Certification in the Social studies with the knowledge and skills for planning, teaching, and assessing adolescent learning in this content area. In addition, candidates will learn how to select and develop curriculum materials for adolescents with a wide range of abilities. Throughout the course candidates will study theory and practices for teaching adolescents how to think, read, and write as historians and social scientists. A central instructional theme of the course is to use inquiry-based approaches, consistent with national and state social studies inquiry frameworks, that inspire students to learn and demonstrate understanding. Candidates will learn to critically and creatively use primary documents, digital technologies, informal and formal assessment methods, differentiated instruction, and relevant national and state standards for teaching the social studies to adolescents from diverse backgrounds.

Course Rotation: NYC & PLV: Fall & Spring

TCH 431 Teaching the Adolescent Writer (4 credits)**TCH 440 Social Science Methods: An Integrated Approach (3 credits)**

In this course, students will develop approaches to teaching integrated social studies curricula that meet New York State learning standards. Students will examine the social science disciplines and the importance of history in the curriculum for elementary students' understanding of democracy and citizenship. The use of technology learning and research in the social sciences is explored as well as methods of assessing knowledge in the social sciences.

Course Rotation: NYC & PLV: Spring

TCH 440D CPD Field Experience: Childhood (0 credits)

This course is used to monitor and evaluate candidates in the field.

Course Rotation: Fall

TCH 452 Understanding Language, Culture, and Education (3 credits)

This course introduces students to theories of sociolinguistics, language acquisition, how language is used in the school context, and how it affects cognitive and social development. The course content includes the relationships between language and culture, language and identity, and what we mean when we talk about classroom discourse. Students will learn how, as teachers, using culturally sensitive lessons they can help their students develop academic language, critical thinking abilities and positive social relationship with peers. They will learn how to incorporate students' Funds of Knowledge. Students will examine how various cultures contribute to the complexity of what and how we learn and know, and how we make sense of the world.

Course Rotation: TBD

TCH 452D CPD Experience (0 credits)

TCH 453 Methods and Materials of Teaching in Pre K-6 in the Bi-Lingual Classroom (3 credits)

This course focuses on helping you construct meaning in classroom literacy activities in a bilingual context. The course examines language teaching methods and models, and effective integrative instructional practices in the teaching of reading and language arts to the bilingual child. Field experience/apprenticeship in bilingual classroom is required. This course is required of all students seeking a Bilingual Education Extension to a Childhood teaching certificate through a Pace program.

Course Rotation: TBA.

TCH 454 Methods of Teaching Bilingual Students Grades 7-12 (3 credits)

This course explores methods of assessment, instructional design and classroom management appropriate for content specific classrooms (e.g., science, mathematics, social studies) in which bilingual students are participants. Field experience is required. This course is required for all students seeing a Bilingual Education Extension to an Adolescent teaching certificate through a Pace program.

Course Rotation: TBA.

TCH 455 Middle Childhood / Early Adolescence: Community, Culture, Identity (3 credits)

This community-centered, site based, interdisciplinary (sociology, psychology, philosophy) course explores the lives of middle childhood/early adolescents through the lenses of youth culture, popular culture, community, interpersonal relationships, and psycho-social-cultural theory. This course is integrated through field-based experiences/apprenticeships in such settings as community service agencies, popular culture sites, juvenile detention centers, and adverse range of middle schools. This course is required for individuals seeking a Middle Childhood Generalist or Middle Childhood Specialist Certificate through a Pace University program.

Course Rotation: TBA.

TCH 456 Differentiating Curriculum and Instruction in Middle Childhood Education (3 credits)

This course builds on the theme established in TCH 455 and introduces you to the relationship between the unique culture of middle childhood/early adolescence and best practice in teaching. Attention is given to the learning experience of middle childhood as well as the effect of variant levels of literacy and childhood as well as the effect of variant levels of literacy and English language skills on content-area instruction. Technology to enhance middle childhood learning is explored. The field based experience/apprenticeship for this course will focus on curriculum selection and academic instruction. This course is required for individuals seeking a Middle Childhood Generalist or Middle Childhood Specialist Certificate through a Pace University program.

Course Rotation: TBA.

TCH 475 Introduction to Special Education (3 credits)

This course provides an overview of the laws, available services, and research-based practices for effectively teaching students with disabilities. The course will explore the historical and philosophical foundations of disability classification and special education, and the impact of special education law and research on the referral, classification, placement and instruction of children and adolescents with disabilities. Through research, simulation, and fieldwork course participants will learn to access disability related information and develop an understanding of the role of the teacher in implementing the Individualized Education Plan (IEP).

Course Rotation: NYC: Fall, Spring; PLV: Fall, Spring.

TCH 475D Center for Professional Development Field Experience: Adolescent (0 credits)

This course is used to monitor and evaluate candidates in the field.

Course Rotation: PLV; Fall

TCH 490 Language Arts and Children's Literature (4 credits)

This course will enable you to construct a New York State standards-based language arts program for the elementary grades using quality children's literature. You will investigate research-based strategies for teaching the language arts, and the approaches used by childhood teachers to select and incorporate children's literature in the curriculum. Differentiating instruction, based on level of literacy and English language acquisition, is covered in this course, as well as ways to use technology to enhance the language arts. This course is required of all Childhood Education majors.

Course Rotation: TBA.

TCH 493 Student Teaching in Early Childhood and Childhood Settings (7 credits)

This course allows students in the dual certification Childhood and Early Childhood Education Program (Program Code: CECE) to meet student teaching requirements for early childhood and childhood education. Candidates develop and demonstrate skills in planning, instructing, and assessing early childhood/childhood students to meet the needs of all learners while under the guidance of early childhood/childhood mentors and university-based clinical supervisors. This course will provide candidates with the opportunity to demonstrate evidence of competency for teaching practice in early childhood/childhood classrooms as required by New York State. Students will be placed in 1st or 2nd grade for a full-time student teaching experience.

Course Rotation: NYC & PLV; Spring

TCH 494 Student Teaching Seminar in Early Childhood and Early Childhood Settings (2 credits)

This course allows students in the early childhood / childhood dual certificate program to meet student teaching requirements for early childhood and childhood certification. Candidates develop and demonstrate skills in planning, instructing, and assessing early childhood / childhood students to meet the needs of all learners while under the guidance of early childhood / childhood mentors and university-based clinical supervisors. This course will provide candidates with the opportunity to demonstrate evidence of competency for teaching practice in early childhood / childhood classrooms as required by New York State. Students will be placed in 1st or 2nd grade for a full-time student teaching experience.

Course Rotation: NYC & PLV: Spring

TCH 495 Student Teaching in Adolescent Classroom (7 credits)

This is the final apprenticeship semester for those developing their teaching skills for working with adolescents. You will spend one-full day, five days a week in the school setting under the supervision of a school-based teacher and a university instructor. Students who have taken course work for additional certificates will be provided with teaching experiences at the level appropriate to the desired certificate. In this semester, you will develop your teaching skills through working with adolescents at both the grades 7-9 and grades 10-12 levels. During this experience, you will increasingly assume responsibility for the organization, design, and management of the classroom. Successful completion of this apprenticeship is required for completion of a single degree program (B.A.) with a major in Adolescent Education.

Course Rotation: TBA.

Prerequisites: Senior standing and permission of the Department.

TCH 495S Seminar: Adolescent Student Teaching (0 credits)

Prerequisites: Senior standing and permission of the Department.

TCH 497 Student Teaching Seminar in Speech and Language Disabilities (6 credits)

Prerequisites: Senior standing and permission of Department.

TCH 498 Supervised Student Teaching and Seminar (7 credits)

In this final semester, you will develop your teaching skills through working with young children as well as those in upper grade levels, and integrate educational theories with teaching practice. During this experience, you will increasingly assume responsibility for the organization of the classroom and the design and management of the curriculum. Days spent teaching in particular grade levels will depend upon your individual program. Successful completion of this apprenticeship is required for completion of a single degree program (B.A.) with a major in Childhood Education.

Course Rotation: TBA.

Prerequisites: Senior standing and permission of the Department.

TCH 498S Seminar: Student Teaching in Childhood Education (0 credits)

Prerequisites: Senior standing and permission of the department.

TCH 499 Seminar on Schooling (4 credits)

This seminar accompanies TCH 498 (Final Apprenticeship: Childhood Education) and provides opportunities for the student and the university supervisor to reflect and evaluate all aspects of the teaching apprenticeship experience. Successful completion of this seminar is required for completion of a single degree program (B.A.) with a major in Childhood Education.

Prerequisites: None. Fulfills Honors Seminar

TCH 100A Orientation (1 credits)

TCH 100B Orientation (1 credits)

TCH 111 Professional Teaching Seminar I (1 credits)

This first seminar in the School of Education Professional Seminar series features topics related to the standards and assessments significant to teaching and becoming a teacher. You will be introduced to New York State expectations regarding learning standards and the assessment process for both the students you are preparing to teach and also for yourself as a prospective teacher and potential School of Education candidate. You will be introduced to a variety of technology tools and to the responsibilities and skills involved in being a successful pre-teaching student at Pace. Successful completion of this seminar is required of all students seeking formal admission to the School of Education.

Course Rotation: TBA.

TCH 111A Professional Seminar I: Standards in Assessment (1 credits)

This first seminar in the School of Education Professional Seminar series features topics related to the standards and assessments significant to teaching and becoming a teacher. You will be introduced to New York State expectations regarding learning standards and the assessment process for both the students you are preparing to teach and also for yourself as a prospective teacher and potential School of Education candidate. You will be introduced to a variety of technology tools and to the responsibilities and skills involved in being a successful pre-teaching student at Pace. Successful completion of this seminar is required of all seeking formal admission to the School of Education.

TCH 201 Understanding Schools (3 credits)

This course examines schools in a changing global society. By examining the history, philosophy, legal and social responsibilities associated with schooling in the US and globally, candidates are introduced to the interactions among society, families, schools, curriculum, teachers, students and cultures. Through guided field experiences, students will observe and reflect on different aspects of schooling with particular focus placed on the role of teachers as agents of change and empowerment. During this course candidates will be challenged to examine the school as a diverse and inclusive community where all participants can learn in a safe and appropriate environment.

Course Rotation: Fall and Spring

TCH 201N Education I: Understanding Schools - Learning Community (4 credits)

These two courses provide students with the opportunity to research and write about historical and contemporary issues in education. ENG 201N offers a variety of writing assignments coordinated with students' field experiences and readings in TCH 201N. TCH 201N requires students to complete several writing assignments that match and are enhanced by their efforts in ENG 201N.

TCH 201R Education I: Understanding Schools - Learning Community (4 credits)**TCH 202 Education Two (4 credits)****TCH 203 Understanding Development: Childhood and Adolescence in Context (3 credits)**

This course provides an overview of major theories, current research, and controversial issues in child and adolescent development. Various developmental domains are examined in the contexts of culture, media, community, family, and school. The course examines developmental variations and individual differences to consider the impact of difference and diversity on learning and life. The course also explores how to apply developmental theories and research to respond to the needs of children and youth across developmental, cultural, and linguistic domains in a variety of formal and informal learning environments.

Course Rotation: NYC, PLV; Fall, Spring

TCH 204 Child Development in the Context of Families (3 credits)

This course focuses on the theories, research, and related current developmental processes, prenatal to 6 grade with specific attention to the role of family and early interactions. This course will examine child development and the influence of multiple factors, including biology, family, community, language, culture, and specific developmental disabilities or delays, through a contextual, transactional framework. Various developmental processes, including social interactions, meaning making, self-regulation, moral, and self-concept development, will be examined, recognizing the integration of developmental domains. This course explores the centrality of the family, the commonalities and diversity in family systems and parenting processes and how these factors influence family-professional partnership development and support provision. This course relies on observation and interpretation of theoretical and empirical knowledge to understand and apply developmental concepts to better understand and work with children and families in home, classroom, and community settings.

Course Rotation: NYC and PLV: Fall and Spring

TCH 211A 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: Fall, Spring and Summer

TCH 211B Professional Seminar III (0-1 credits)

The initial focus of this third seminar in the Professional Seminar series is preparation for formal entry into the School of Education. Seminar sessions contain specific information related to the application process and criteria and structured activities linked to meeting the standards for entry, including successful completion of required assessments. Other sessions of the seminar will provide more in-depth work with the NY state K-12 Learning Standards, specifically the standards for Health, Physical Education, and Home Economics, the Arts, and Career Development and Occupational Studies. Successful completion of this seminar is required of all students seeking teacher certification through a Pace University undergraduate or Combined Degree program.

Course Rotation: TBA.

TCH 211D DASA- Harassment, Bullying, Cyberbullying and Discrimination in Schools, Prevention & Intervention (0 credits)

Course Rotation: Fall, Spring and Summer

TCH 212 Understanding the Potential of the Humanities & Creative Arts in Children's Education & Development (3 credits)

This course examines the humanities and creative arts and why they are essential for children's development and education. The goals of this course are (1) to help students develop an informed understanding of the roles of humanistic, literary and artistic creativity in human experience; (2) to examine how study of the humanities and creative arts improves children's understanding and thinking about themselves, others and the world, and (3) to provide a global perspective on the ways in which the humanities and creative arts represents the human experience. A unique aspect of the course is the use of the urban environment of New York City and its surrounding areas, particularly its museums, archives, historical sites, theaters and neighborhoods, as resources for learning about the humanities and creative arts.

Course Rotation: Spring

TCH 215 Understanding Teaching & Learning: General Curriculum Models & Methods for all Learners (3 credits)

This course provides students with a wide variety of learning theories and instructional strategies to understand and meet the needs of all students. Students will demonstrate understanding of learning theories and of curriculum design models to enable all students to be successful learners. Students will apply learning theories, research, and curriculum design principles and practices to translate standards into big ideas, assessment tasks, and learning activities in lesson and unit planning. Students will demonstrate proficiency in developmentally appropriate teaching methods, such as lecture, questioning, and cooperative learning.

Course Rotation: TBA.

TCH 222 Hollywood's Representation of Schooling: A Critical Analysis of Film's Portrayal of Teachers, Students (3 credits)

Movies entertain, inform, and shape viewers' thoughts about everyday phenomena. In this course, students will analyze how movies represent teachers, students, and classroom life. The goals of the course are to (1) acquire strategies of critical literacy and critical media literacy that can be applied to movies; (2) discover how artistic skills and strategies for composing movies position viewers' understanding of teaching and classroom life; (3) acquire an understanding of how movies' portrayal of schools has evolved over time to represent stereotyped ways of thinking about education, teachers, and students. The course examines historical and contemporary movies, including fiction and non-fiction, short and full-length features. This course is designed as an AOK 4 and Writing Enhanced course (WEC).

TCH 296Z 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.

TCH 301 Understanding Learning Environments (3 credits)

The course examines motivation, engagement, behavior, and learning in relation to current developmental and ecological theories of education in various settings. Students will consider the knowledge, skills and dispositions necessary for successfully creating formal learning environments (such as classrooms), facilitating learning in informal settings (in afterschool or in digital environments), and forging productive learning relationships with families and communities. The course focuses primarily on the facilitation of whole and small group interactions and introduces strategies for meeting individuals' needs. This course is designed as a community learning experience. Class discussion will be a primary way in which you will construct knowledge in this course. The course will require your active, thoughtful and open-minded participation in our discussions and activities. Attendance and active participation are important components to your success in the course. Students learn more when they actively participate.

Course Rotation: NYC & PLV: TBD

Prerequisites: Admission into the School of Education.

TCH 301D CPD Experience (0 credits)

TCH 302 Introduction to Special Education (4 credits)

This course provides childhood pre-service teachers with knowledge and practice in special education so that they will be able to support and instruct students with disabilities in their general education classrooms. The course will explore the historical and philosophical foundations of special education, characteristics of students with disabilities, and the impact of special education law and research on referral, classification, placement, and instruction. Through research, simulation, and fieldwork students will learn to access disability-related information, develop an understanding of the Individualized Education Plan (IEP), and be able to plan instruction in accordance with a student's individualized needs and strengths. This survey course is designed to be taken in the fall of the junior year following admission to the School of Education and requires one full day per week of field-based work in a school setting.

TCH 303 Education Three (4 credits)

TCH 304 Interdisciplinary Methods I - A Quantitative Focus (4 credits)

TCH 305 Literacy and Assessments I (4 credits)

TCH 306 Creating Developmentally Appropriate Learning Experiences & Learning Environments in Early Childhood (3 credits)

This course focuses on curriculum design to promote learning and development /or all children, birth through grade 2, in classroom, home, and community settings with special attention to the social and physical learning environment. The foundations of curriculum development, most particularly using play and everyday routine activities as the context for learning, applying various adult facilitation strategies, observing and recording children's behavior for planning and evaluating effectiveness will be explored. Various curricular approaches and methods and developmentally appropriate practices and recommended practices will be emphasized. Practices addressed in this course include drawing on each child's individual strengths as well as home culture and language; meeting the unique needs of each child; creating a positive physical and social learning environment through attention to space, materials, schedules, and interactions. This course will investigate both social aspects of responsive environments - approaches to responsive caregiving, caring communities, and fostering positive peer relationships - and physical characteristics, such as scheduling, room arrangement, materials, and physical adaptations. Opportunities to explore responsive approaches such as relationship-based programming, modeling and encouraging classroom communities, strategies to promote social-emotional competence, will be integrated into the course through observations and hands on experiences. Department Approval Required

Course Rotation: NYC, PLV; Spring, Fall

TCH 307 Early Childhood Arts, Humanities, Music, & Play: Processes and Practices (3 credits)

This course focuses on the development of creative expression, understanding of self within the context of community, and understanding the specific communities of classroom, family, neighborhood, and the outside world for all the children, who are culturally, linguistically, and ability diverse, from birth through grade 2. Approaches to supporting children as they engage in multiple forms of creative arts, the different types of play, and discovery of citizenship will be explored. Skills in understanding the essential concepts, inquiry tools, and structures, and knowledge of resources for developing meaningful and challenging curriculum for all young children, will be developed. This course provides an introduction to New York State standards and immersion in NAEYC developmentally appropriate practices in arts, humanities, and social studies. Specific, evidence based methods, embedded within classroom, home, and community activities and across curricular areas, will be analyzed so the emerging professionals, and the families they support, can assess and promote arts, humanities, music, and play-based learning. Department Approval Required

Course Rotation: NYC and PLV: Fall and Spring

TCH 308 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

TCH 309 Understanding Assessment and Evaluation (3 credits)

In this course, candidates will develop understanding of current trends and practices in general assessment of student learning and teacher quality in the context of national, state, and local policies. This course introduces candidates to multiple types of assessments and their uses in monitoring student growth and achievement. 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.

Course Rotation: TBA

TCH 310 Emergent and Early Literacy Methods for a Diverse Population Birth-Grade 6 (3 credits)

In this course, candidates will learn the cognitive, psychological, cultural, and linguistic processes of reading and writing at the emergent through early middle grade levels. Through models and applications using instructional texts, children's literature, art, technology and media applications, candidates will learn methods of curriculum-based and skill-based assessment and instruction consistent with the RTI framework of a tier-based approach to literacy instruction. Content addresses the contextual needs of native English learners, multilingual and ENL learners, and learners from diverse cultural backgrounds 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). Candidates will learn evidence-based approaches for classroom and differentiated instruction particularly appropriate for children's individual needs in Birth-Grade 6. Planning for classroom organization on a group and individual basis will be included. This course requires fieldwork. This course is required of all undergraduate Early/Childhood Education majors.

Course Rotation: NYC & PLV: Fall

TCH 310D CPD Field Experience - Childhood (0 credits)

This course is used to monitor and evaluate candidates.

TCH 311A Professional Seminar IV (0 credits)**TCH 311B Professional Seminar V (0 credits)**

TCH 312 Fieldwork I in Early Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice developmentally appropriate early childhood practices appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, and assessment methods. Observations and initial practice, occurring one day per week, will be guided by an early childhood educator and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring, Fall

TCH 313 Fieldwork II in Early Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in developmentally appropriate early childhood practices appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring, Fall

TCH 314 Fieldwork I: Field Experiences in Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice childhood teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods. Observations and initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who facilitates the connection of the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of junior year

TCH 315 Fieldwork II: Field Experiences in Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice childhood teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods for a second semester. Observations and initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who facilitates the connection of the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC & PLV; Spring

TCH 316 Fieldwork I: Field Experiences in Adolescent Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods. Observations and initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of junior year

TCH 317 Fieldwork II: Field Experiences in Adolescent Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity to observe and practice secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework in curriculum, instruction, and assessment methods for a second semester. Observations and initial practice, occurring one day per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of junior year

TCH 323 Methods and Models of Teaching Adolescents (4 credits)

This course will provide secondary pre-service teachers with the knowledge of and practice in secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition. Topics included are: classroom community building, classroom management, instructional planning, assessment, evaluation, grading and strategies for enhancing discussion, cooperative learning, using technology and interdisciplinary teaching. Field experience/ Apprenticeship required. This course is required of all students seeking an Adolescent or Middle Childhood teaching certificate through a Pace program.

Course Rotation: TBA.

Prerequisites: Admission into the School of Education.

TCH 323D CPD Field Experience: Adolescent (0 credits)

This course will provide secondary pre-service teachers with the knowledge of and practice in secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition. Topics included are: classroom community building, classroom management, instructional planning, assessment, evaluation, grading and strategies for enhancing discussion, cooperative learning, using technology and interdisciplinary teaching. Field experience/ Apprenticeship required. This course is required of all students seeking an Adolescent or Middle Childhood teaching certificate through a Pace program.

Course Rotation: TBA.

Prerequisites: Admission into the School of Education.

TCH 350 Mathematic Methods: An Integrated Approach, Birth-Grade 6 (3 credits)

This course emphasizes approaches to teaching and assessing integrated mathematics and technology curricula that meet New York State learning standards from birth to grade 6. You will investigate how children construct meaning and learn mathematics, and what composes the mathematics curriculum. They will focus on ways to develop children's abilities and skills in numeration, calculation, mathematical reasoning, geometry, rational numbers, problem-solving, and communicating mathematically in real life situations. This course will include methods of enrichment and remediation.

Course Rotation: NYC & PLV: Fall & Spring

TCH 351 Foundations of Bilingual Education (3 credits)

This course provides the current research and theories forming the foundation of bilingual education. The course examines the philosophical, sociological and historical perspectives on bilingual education. The course introduces nationwide bilingual education and English as a second language program models and cultivates multicultural perspectives in bilingual education. Field experience/Apprenticeship required. This course is required all students seeking a Bilingual Education Extension to a teaching certificate through a Pace program.

Course Rotation: TBA.

TCH 395 Independent Study in Teaching (0-9 credits)

With the approval of the appropriate faculty member, the department chairperson, and the academic dean, students may select a topic for guided research that is not included in the regular course offerings. The student meets regularly with the faculty member to review progress. A research project or paper must also be submitted.

TCH 396A Understanding Development: Child and Adolescent Development in Context (3 credits)

This course provides an overview of major theories, current research, and controversial issues in child and adolescent development. Various developmental domains are examined in the contexts of culture, media, community, family, and school. The course examines developmental variations and individual differences to consider the impact of difference and diversity on learning and life. The course also explores how to apply developmental theories and research to the needs of children and youth across developmental, cultural, and linguistics domains in a variety of formal and informal learning environments.

Course Rotation: Fall; PLV

TCH 406 Interdisciplinary Methods: A Qualitative Focus (4 credits)**TCH 407 Literacy and Assessment II (4 credits)****TCH 410 Teaching Literacy Methods in the Humanities & Across Disciplines for a Diverse Population Grades K-6 (3 credits)**

In this course, candidates will learn strategies to support students' competencies as fluent readers and writers in the humanities and social sciences as well as across content area experiences. Candidates will build on their conceptual understandings of literacy development and include multi-literacies. The course will cover literacy methods and assessments used in math, science, social studies, and arts for grades K-6. Methods instruction will integrate literacy and content area state and national standards. The course will include explanations and applications for differentiating instructional strategies for students, approaches to content area assessment and instructions, and technological resources to meet the wide range of literacy, language, learning, and cognitive abilities of children in grades K-6. Fieldwork is required. This course is required of all undergraduate Childhood Education majors."

Course Rotation: NYC & PLV: Fall & Spring

TCH 410D CPD Experience (0 credits)**TCH 411A Professional Seminar VI (0 credits)****TCH 411B Professional Seminar VII (0 credits)****TCH 412 Literacy Instruction in the Secondary School (3 credits)**

This course examines theory, research and methods of practice for integrating literacy instruction in all content areas at the secondary level. Emphasis is on developing, speaking, reading and writing skills of students with varying abilities as needed for content learning. Additionally, technology is explored as a tool for enhancing literacy at the secondary level. This course is required of all students seeking an Adolescent or Middle Childhood teaching certificate.

Course Rotation: TBA.

TCH 412D CPD Field Experience - Adolescent (0 credits)

This course is used to monitor and evaluate candidates.

TCH 413 Fieldwork III in Early Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in developmentally appropriate early childhood practices appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Spring, Fall

TCH 414 Student Teaching Seminar in Early Childhood Settings (1-2 credits)

This course empowers students teaching candidates to apply principles, research, and theories of education in order to enable early childhood student learning during full-time student teaching. Supported through Inquiry and reflection, student teachers will fulfill capstone experiences required for certification. The course will emphasize the planning, instruction, and assessment cycle where Inquiry is essential for fostering effective teaching and learning experiences. In an effort to focus candidates on their future lives as professional teachers, the course also emphasizes professional growth and the use of networks for support over the career span

Course Rotation: NYC and PLV: Fall and Spring

TCH 415 Student Teaching in Early Childhood Settings (7 credits)

This course allows early childhood candidates to meet student teaching requirements for early childhood certification. Candidates develop and demonstrates skills in planning, instructing, and assessing early childhood students to meet the needs of all learners while under the guidance of early childhood mentors and university-based clinical supervisors. This course will provide candidates with the opportunity to demonstrate evidence of competency for teaching practice in early childhood classrooms as required by New York State. Pre-Requisites: Department Approval Required

Course Rotation: NYC and PLV: Fall and Spring

TCH 416 Fieldwork III: Field Experiences in Childhood Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in childhood teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who facilitate the connection of the fieldwork experience to theories, research, and methods in concurrent coursework .

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of senior year.

TCH 417 Student Teaching Seminar in Childhood Settings (2 credits)

This course empowers students teaching candidates to apply principles, research, and theories of education in order to enable grades 1-6 student learning during full-time student teaching. Supported through inquiry and reflection, student teachers will fulfill capstone experiences required for certification. The course will emphasize the planning, instruction, and assessment cycle where inquiry is essential for fostering effective teaching and learning experiences. In an effort to focus candidates on their future lives as professional teachers, the course also emphasizes professional growth and the use of networks for support over the career span.

Course Rotation: NYC & PLV: Spring

TCH 418 Fieldwork III: Field Experiences in Adolescent Settings (0-1 credits)

This fieldwork provides teaching candidates with the opportunity for guided practice in secondary teaching skills appropriate for students with diverse needs and levels of literacy and English language acquisition alongside their coursework that focuses on the diverse needs of individual learners for a third semester. Observations and practice, occurring twice per week, will be guided by a school-based mentor and a university-based clinical supervisor who connect the fieldwork experience to theories, research, and methods in concurrent coursework.

Course Rotation: NYC, PLV; Fall

Prerequisites: Must be co-registered for appropriate TCH coursework during fall semester of senior year.

TCH 419 Student Teaching Seminar in Adolescent Settings (2 credits)

This course empowers students teaching candidates to apply principles, research, and theories of education In order to enable grade 7-12 student learning during full-time student teaching. Supported through inquiry and reflection, student teachers will fulfill capstone experiences required for certification. The course will emphasize the planning, instruction, and assessment cycle where inquiry is essential for fostering effective teaching and teaching experiences. In an effort to focus candidates on their future lives as professional teachers, the course also emphasizes professional growth and the use of networks for support over the career span.

Course Rotation: NYC, PLV; Fall, Spring

TCH 420 Science Methods: An Integrated Approach, Birth-Grade 6 (3 credits)

All students to use scientific information to make choices that arise every day. In this course, candidates will explore the inquiry approach to science education in early childhood and childhood settings. Candidates will learn how to teach science by having children perform science investigations in the context of writing and class discussion that is critical to learning. Candidates will link science to writing in science, science and the arts, and to literacy connections. Given this, candidates will engage in curriculum lesson development and personal instructional planning with specific strategies designed for all students, including those with disabilities, special needs, and ELL students to attain the highest level of academic achievement and independence. Candidates will use formal and informal methods of assessment as a means of not only analyzing student learning, but also for differentiating instruction. Fieldwork is required.

Course Rotation: Fall and Spring

Prerequisites: Senior standing and admission into the School of Education.

TCH 421 Observing, Recording, & Assessing Development & Learning in Young Children (3 credits)

This course focuses on the role of assessment as an ongoing, collaborative process of gathering and interpreting objective information about young children's (birth to 8 years) behaviors and the social and physical environment to make decisions regarding appropriate services and supports. An emphasis will be placed on developmentally appropriate assessment practices - Including partnering with families - applying Interdisciplinary and transdisciplinary teaming approaches throughout the assessment process, Identifying appropriate assessment methods and tools for the decisions being made, and linking assessment to programming. A variety of formal and authentic assessment methods and tools will be explored and critiqued to determine their strengths and limitations in making decisions for children who are culturally, linguistically, and ability diverse. Assessment terminology and legal and ethical principles of assessment will be explored.

Course Rotation: NYC, PLV; Spring, Fall

TCH 426 Teaching English to Adolescents (3 credits)

This course explores content specific issues, strategies for lesson and unit design, pedagogical methods including digital technologies to facilitate meaningful inquiries for secondary students in English Language Arts (ELA). The course emphasizes creating ELA curriculum that connects adolescents to relevant issues of personal identity, race and culture, as well as social justice and communities. Candidates will learn pedagogies to engage students in critical analysis of a variety of genres such as poetry, short stories, novels, Shakespearean and contemporary plays, multimodal, and various non-fiction texts. In addition, candidates will learn pedagogies to engage students in all aspects of the writing process to compose various texts including narrative, expository, analytical arguments, multimodal, and research projects. Formal and informal assessment of the integrated strands of reading, writing, listening, and speaking, including various ways to support a range of students with diverse literacy needs, will be introduced to support differentiation in the ELA classroom.

Course Rotation: NYC & PLV: Fall & Spring

TCH 427 Teaching World Languages to Adolescent (3 credits)

This course is designed to provide beginning World Languages teachers the opportunity to develop curriculum materials, plan instruction, develop and analyze assessments for teaching World Languages in today's diverse classrooms with students of a wide range of abilities and prior language experiences. Candidates will develop the knowledge and skills to implement instruction of languages and culture in meaningful and authentic ways. They will use (multiple) formal and informal methods of assessment (of the four language skills, listening, speaking, reading, and writing) to inform and design effective instruction to improve student learning in World Languages. Candidates will demonstrate their ability to differentiate instruction to meet the needs, skills, and interests of diverse students (including heritage speakers). Candidates will integrate creative and appropriate uses of technology as a tool to enhance and support student learning in languages. They will reflect on their plans and practices and draw on professional resources and research in the field of secondary World Language instruction to articulate a personal vision of teaching World Languages for today's secondary students.

Course Rotation: TBA.

TCH 428 Teaching Mathematics to Adolescents (3 credits)

This course prepares mathematics teacher candidates to develop curriculum materials that will engage diverse secondary students with a wide range of abilities in mathematical thinking, communication, and problem solving consistent with national standards. Candidates will learn to plan units, lesson, and instruction to demonstrate content competency in a range of mathematics content. They will also use formal and informal methods of assessment to modify designs in order to improve student learning for all. Candidates will demonstrate skill in creative, appropriate, and content-specific uses of technology to enhance students' mathematics learning in diverse and inclusive classrooms. In addition, candidates will become reflective practitioners who learn how to use student feedback and assessment data to guide planning designs and future instructional moves.

Course Rotation: NYC & PLV; TBD

TCH 429 Teaching Science to Adolescents (3 credits)

This course is designed to prepare secondary science teaching candidates to plan, implement and assess science instruction for diverse students with a wide range of abilities. Teaching candidates will use formal and informal methods of assessment to design effective differentiated instruction to improve student learning. The course emphasizes planning and assessment designs that engage students in the nature of science inquiry where secondary students engage in thinking and working as scientists. Candidates will demonstrate skill in creative and appropriate uses of technology to enhance students' science learning in diverse and inclusive classrooms. In addition, candidates will become reflective practitioners who learn how to use student feedback and assessment data to guide planning designs and future instructional moves.

Course Rotation: NYC & PLV: Fall & Spring

TCH 430 Teaching Social Studies to Adolescents (3 credits)

This course is designed to provide candidates for New York State Certification in the Social studies with the knowledge and skills for planning, teaching, and assessing adolescent learning in this content area. In addition, candidates will learn how to select and develop curriculum materials for adolescents with a wide range of abilities. Throughout the course candidates will study theory and practices for teaching adolescents how to think, read, and write as historians and social scientists. A central instructional theme of the course is to use inquiry-based approaches, consistent with national and state social studies inquiry frameworks, that inspire students to learn and demonstrate understanding. Candidates will learn to critically and creatively use primary documents, digital technologies, informal and formal assessment methods, differentiated instruction, and relevant national and state standards for teaching the social studies to adolescents from diverse backgrounds.

Course Rotation: NYC & PLV: Fall & Spring

TCH 431 Teaching the Adolescent Writer (4 credits)**TCH 440 Social Science Methods: An Integrated Approach (3 credits)**

In this course, students will develop approaches to teaching integrated social studies curricula that meet New York State learning standards. Students will examine the social science disciplines and the importance of history in the curriculum for elementary students' understanding of democracy and citizenship. The use of technology learning and research in the social sciences is explored as well as methods of assessing knowledge in the social sciences.

Course Rotation: NYC & PLV: Spring

TCH 440D CPD Field Experience: Childhood (0 credits)

This course is used to monitor and evaluate candidates in the field.

Course Rotation: Fall

TCH 452 Understanding Language, Culture, and Education (3 credits)

This course introduces students to theories of sociolinguistics, language acquisition, how language is used in the school context, and how it affects cognitive and social development. The course content includes the relationships between language and culture, language and identity, and what we mean when we talk about classroom discourse. Students will learn how, as teachers, using culturally sensitive lessons they can help their students develop academic language, critical thinking abilities and positive social relationship with peers. They will learn how to incorporate students' Funds of Knowledge. Students will examine how various cultures contribute to the complexity of what and how we learn and know, and how we make sense of the world.

Course Rotation: TBD

TCH 452D CPD Experience (0 credits)**TCH 453 Methods and Materials of Teaching in Pre K-6 in the Bi-Lingual Classroom (3 credits)**

This course focuses on helping you construct meaning in classroom literacy activities in a bilingual context. The course examines language teaching methods and models, and effective integrative instructional practices in the teaching of reading and language arts to the bilingual child. Field experience/apprenticeship in bilingual classroom is required. This course is required of all students seeking a Bilingual Education Extension to a Childhood teaching certificate through a Pace program.

Course Rotation: TBA.

TCH 454 Methods of Teaching Bilingual Students Grades 7-12 (3 credits)

This course explores methods of assessment, instructional design and classroom management appropriate for content specific classrooms (e.g., science, mathematics, social studies) in which bilingual students are participants. Field experience is required. This course is required for all students seeing a Bilingual Education Extension to an Adolescent teaching certificate through a Pace program.

Course Rotation: TBA.

TCH 455 Middle Childhood / Early Adolescence: Community, Culture, Identity (3 credits)

This community-centered, site based, interdisciplinary (sociology, psychology, philosophy) course explores the lives of middle childhood/early adolescents through the lenses of youth culture, popular culture, community, interpersonal relationships, and psycho-social-cultural theory. This course is integrated through field-based experiences/apprenticeships in such settings as community service agencies, popular culture sites, juvenile detention centers, and adverse range of middle schools. This course is required for individuals seeking a Middle Childhood Generalist or Middle Childhood Specialist Certificate through a Pace University program.

Course Rotation: TBA.

TCH 456 Differentiating Curriculum and Instruction in Middle Childhood Education (3 credits)

This course builds on the theme established in TCH 455 and introduces you to the relationship between the unique culture of middle childhood/early adolescence and best practice in teaching. Attention is given to the learning experience of middle childhood as well as the effect of variant levels of literacy and childhood as well as the effect of variant levels of literacy and English language skills on content-area instruction. Technology to enhance middle childhood learning is explored. The field based experience/apprenticeship for this course will focus on curriculum selection and academic instruction. This course is required for individuals seeking a Middle Childhood Generalist or Middle Childhood Specialist Certificate through a Pace University program.

Course Rotation: TBA.

TCH 475 Introduction to Special Education (3 credits)

This course provides an overview of the laws, available services, and research-based practices for effectively teaching students with disabilities. The course will explore the historical and philosophical foundations of disability classification and special education, and the impact of special education law and research on the referral, classification, placement and instruction of children and adolescents with disabilities. Through research, simulation, and fieldwork course participants will learn to access disability related information and develop an understanding of the role of the teacher in implementing the Individualized Education Plan (IEP).

Course Rotation: NYC: Fall, Spring; PLV: Fall, Spring.

TCH 475D Center for Professional Development Field Experience: Adolescent (0 credits)

This course is used to monitor and evaluate candidates in the field.

Course Rotation: PLV; Fall

TCH 490 Language Arts and Children's Literature (4 credits)

This course will enable you to construct a New York State standards-based language arts program for the elementary grades using quality children's literature. You will investigate research-based strategies for teaching the language arts, and the approaches used by childhood teachers to select and incorporate children's literature in the curriculum. Differentiating instruction, based on level of literacy and English language acquisition, is covered in this course, as well as ways to use technology to enhance the language arts. This course is required of all Childhood Education majors.

Course Rotation: TBA.

TCH 493 Student Teaching in Early Childhood and Childhood Settings (7 credits)

This course allows students in the dual certification Childhood and Early Childhood Education Program (Program Code: CECE) to meet student teaching requirements for early childhood and childhood education. Candidates develop and demonstrate skills in planning, instructing, and assessing early childhood/childhood students to meet the needs of all learners while under the guidance of early childhood/childhood mentors and university-based clinical supervisors. This course will provide candidates with the opportunity to demonstrate evidence of competency for teaching practice in early childhood/childhood classrooms as required by New York State. Students will be placed in 1st or 2nd grade for a full-time student teaching experience.

Course Rotation: NYC & PLV; Spring

TCH 494 Student Teaching Seminar in Early Childhood and Early Childhood Settings (2 credits)

This course allows students in the early childhood / childhood dual certificate program to meet student teaching requirements for early childhood and childhood certification. Candidates develop and demonstrate skills in planning, instructing, and assessing early childhood / childhood students to meet the needs of all learners while under the guidance of early childhood / childhood mentors and university-based clinical supervisors. This course will provide candidates with the opportunity to demonstrate evidence of competency for teaching practice in early childhood / childhood classrooms as required by New York State. Students will be placed in 1st or 2nd grade for a full-time student teaching experience.

Course Rotation: NYC & PLV: Spring

TCH 495 Student Teaching in Adolescent Classroom (7 credits)

This is the final apprenticeship semester for those developing their teaching skills for working with adolescents. You will spend one-full day, five days a week in the school setting under the supervision of a school-based teacher and a university instructor. Students who have taken course work for additional certificates will be provided with teaching experiences at the level appropriate to the desired certificate. In this semester, you will develop your teaching skills through working with adolescents at both the grades 7-9 and grades 10-12 levels. During this experience, you will increasingly assume responsibility for the organization, design, and management of the classroom. Successful completion of this apprenticeship is required for completion of a single degree program (B.A.) with a major in Adolescent Education.

Course Rotation: TBA.

Prerequisites: Senior standing and permission of the Department.

TCH 495S Seminar: Adolescent Student Teaching (0 credits)

Prerequisites: Senior standing and permission of the Department.

TCH 497 Student Teaching Seminar in Speech and Language Disabilities (6 credits)

Prerequisites: Senior standing and permission of Department.

TCH 498 Supervised Student Teaching and Seminar (7 credits)

In this final semester, you will develop your teaching skills through working with young children as well as those in upper grade levels, and integrate educational theories with teaching practice. During this experience, you will increasingly assume responsibility for the organization of the classroom and the design and management of the curriculum. Days spent teaching in particular grade levels will depend upon your individual program.

Successful completion of this apprenticeship is required for completion of a single degree program (B.A.) with a major in Childhood Education.

Course Rotation: TBA.

Prerequisites: Senior standing and permission of the Department.

TCH 498S Seminar: Student Teaching in Childhood Education (0 credits)

Prerequisites: Senior standing and permission of the department.

TCH 499 Seminar on Schooling (4 credits)

This seminar accompanies TCH 498 (Final Apprenticeship: Childhood Education) and provides opportunities for the student and the university supervisor to reflect and evaluate all aspects of the teaching apprenticeship experience. Successful completion of this seminar is required for completion of a single degree program (B.A.) with a major in Childhood Education.

Prerequisites: None. Fulfills Honors Seminar