



University of Mount Saint Vincent

School of Education (SOE)

Programs and Requirements

This document provides guidelines regarding programs and requirements in the School of Education at the University of Mount Saint Vincent. For information regarding policies, procedures and additional student guidance, please refer to the UMSV School of Education Student Handbook.

Mission Statement

UMSV's School of Education is committed to fostering diversity in our student body and ensuring flexibility to meet the unique needs of every individual. Our varied programs are designed to equip future educators with the knowledge, skills, and values necessary for lifelong learning and competent problem-solving. Supported by dedicated faculty and staff who deeply care about student learning, we prepare teachers for lives of service through pedagogical training and field experience. Our commitment to continuous learning ensures that our graduates are not only effective educators but also innovators and leaders in their inclusive classrooms and communities.

Program Outcomes

The Conceptual Framework identifies four outcomes which describe the performance required of educators.

1. **Knowledge.** Candidates possess knowledge of subject matter in the liberal arts, pedagogy and curriculum and demonstrate the ability to communicate that knowledge to all students regardless of difference.
2. **Instructional Application.** Candidates demonstrate the ability to utilize research, integrate information and technology and apply effective instruction in classrooms that are structured in a variety of ways.
3. **Ethics and Values.** Candidates possess professionalism as demonstrated in practice that reflects positive values and ethical practice.
4. **Professional Development.** Candidates demonstrate reflective practice and seek opportunities for professional growth.

Programs

The School of Education offers exceptional programs to equip educators with the skills necessary to become leaders in the classroom, schools, and districts. We offer:

Dual MS in Early Childhood (Birth to Grade 2) and Special Education (Birth to Grade 2)

Dual MS in Childhood (Grades 1 to Grade 6) and Special Education (All Grades)

Dual MS in Adolescent (Grade 7 to Grade 12) and Special Education (All Grades)

Dual MS in Childhood (Grade 1 to Grade 6) and TESOL (All Grades)

MS in Special Education (All Grades) - Initial Certification

MS in Special Education (All Grades) - Professional Certification

MS in TESOL (All Grades) – Initial Certificate (no prior teaching certificate)

MS in TESOL (All Grades) – Professional Certificate (an addition to prior teaching certificate(s))

TESOL Additional Certificate- Coursework that can be applied toward an Additional Classroom Teaching Certificate in ESOL through the Individual Evaluation Pathway

UMSV's School of Education (SOE) is committed to being a program of excellence in the greater New York City region. UMSV educators are well prepared to be among the best in their field.

Admission Requirements

To be admitted into this program applicants must:

- Have earned a bachelor's degree from an accredited institution
- Have earned a 3.0 minimum undergraduate or 3.5 graduate GPA (Grade Point Average)
- Have fulfilled general education requirements needed for certification, including study in artistic expression, communication, information retrieval, history and social sciences, humanities, language other than English, scientific processes, mathematical processes, and written analysis and expression
- The following majors will have fulfilled the content core requirements for both certificate areas: Psychology, Sociology, Communication, Biology, Chemistry, General Science, Mathematics, History, Spanish, English or an interdisciplinary major that combines any two of the aforementioned areas
- Students with Disabilities (All Grades) programs must have (or complete) six semester hours of study in science, social studies, English language arts and mathematics prior to student teaching including the Dual programs.
- TESOL programs require 12 credits in a foreign language or sign language documented on an undergraduate or graduate transcript or equivalent.

Workshop Requirements

In order to receive college endorsement for certification to lead or teach in New York State, students must complete the following state mandated workshops:

- Child Abuse Identification and Reporting
- Safe Schools Against Violence in Education (SAVE)
- Dignity of All Students (DASA (Dignity for All Students Act))
- Autism Work - This workshop is integrated into coursework as approved by the New York State Department of Education. (Special Education Programs Only)

The workshops must be taken by graduation. You can find more information about these on the NYSED (New York State Education Department) website:

<https://www.highered.nysed.gov/tcert/certificate/workshops-required-for-educator-certification.html>

Internship Certificates

NYSED (New York State Education Department) has established an Internship Certificate for students teaching as a teacher of record. This certificate is available when students have completed 50% of their coursework, have received an offer as a full-time paid teacher; and are approved for a college-supported internship. This certificate is only valid for students enrolled in a program and under supervision of a cooperating teacher. *Obtaining an Internship Certificate does make a candidate exempt from student teaching.* Contact the UMSV School of Education for more information.

Limited Exemption

A student is exempt from the requirements for clinical experiences if they meet one or more of the following conditions:

- they have completed a New York State registered teacher preparation program prior to enrollment and hold an Initial and/or Professional certificate
- hold National Board certification
- have at least one year of effective teaching under a valid New York State or out-of-state teaching license or certificate.

The clinical experience shall require the candidate to complete at least 50 clock hours of student teaching or practica, where such experiences focus on the applicable program-specific pedagogical core requirements for the certification program and must occur with actual students in the certification area educational setting.

New York State Certified Teaching Exams (NYSCTE)

It is suggested that students plan to take NYSED Certification exams during the program.

As a guide,

1. The Educating All Students (EAS) exam should be scheduled at midpoint in your program and following your foundation courses.
2. Content Specialty Exams (Students with Disabilities, Multi-Subject, Adolescent Content Area, or ESOL (English to Speakers of Other Languages)) should be taken at the end of the program – either during student teaching or shortly after completing student teaching) See the table below.

New York State Required Exams for Initial Certification

Dual EC & SPED	Dual CH & SPED	Dual AD & SPED	Dual CH & TESOL	MS SPED (All Grades)	MS TESOL (All Grades)
Educating All Students (EAS) - 201	Educating All Students (EAS) - 201	Educating All Students (EAS) - 201	Educating All Students (EAS) - 201	Educating All Students (EAS) - 201	Educating All Students (EAS) - 201
Multi-Subject: Teachers of Early Childhood (Birth - Grade 2) 211/246/245 AND Content: Students with Disabilities - 060	Multi-Subject: Teachers of Childhood (Grade 1 - Grade 6) 221/222/245 AND Content: Students with Disabilities - 060	Multi-Subject: Secondary Teachers (Grade 7 - Grade 12) 241/244/245 AND CST Content Area AND Content: Students with Disabilities - 060	Multi-Subject: Teachers of Childhood (Grade 1- Grade 6) 221/222/245 AND Content: English to Speakers of Other Languages (ESOL) - 116	Content: Students with Disabilities - 060 Must also take or have taken CST (choose 1): -Childhood (Grades 1 to 6) 221/222/245 OR -Middle Childhood (Grades 5 to 9) 231/232/245 OR - Secondary (Grades 7 to 12) 241/244/245	Content: English to Speakers of Other Languages (ESOL) - 116

Certified Teachers will only need to take the exam for the new certification

Education Programs

Early Childhood and Special Education (Early Childhood) - 46 credits

The MS in Early Childhood Education and Special Education (Dual Certification Birth-Grade 2) program is designed for career changers or recent college graduates who have not completed formal preparation in teacher education. This dual certification 46-credit program provides teacher candidates with the content and pedagogical skills to develop and deliver educational services and instruction to young, diverse learners—including those with special needs. The successful completion of the program and passing scores on specific certification exams will lead to recommendation for initial certifications in Early Childhood Education (Birth to Grade 2) and Students with Disabilities (Birth to Grade 2).

Required Coursework:

Course #	Course Name	Credits
EDUC 340	Introduction to Special Education	3
EDUC 506	Language, Cognitive Development, and Cultural Diversity	3
EDUC 513	Psychology of Teaching and Learning	3
EDUC 509	Working with Systems, Teams, and Culturally Diverse Families	2
EDUC 535	Introduction to Assistive Technology	2
EDUC 527	Classroom Management and Social Skills Instruction)	3
EDUC 528	Strategies for Inclusion, Differentiation, and UDL	3
EDUC 621	Early Literacy Methods I	3
EDUC 522	Teaching Mathematics in Inclusive Settings	3
EDUC 524	Teaching Social Studies and Science in Inclusive Settings	3
EDUC 622	Early Literacy Methods II	3
EDUC 675	Assessment of Young Children	3
EDUC 710	Practicum in Teaching Early Literacy and Mathematics	3
EDUC 602	Research in Education	3
EDUC 530	Student Teaching in General Education	3
EDUC 760	Student Teaching in Special Education	3

Required Fieldwork and Student Teaching Hours are included in the following courses:

Course Number and Name	Fieldwork Hours
EDUC 527: Classroom Management and Social Skills Instruction	10 hours (special education)
EDUC 528: Strategies for Inclusion, Differentiation and UDL	10 hours (special education)
EDUC 621: Early Literacy Methods I	10 hours (special education)
EDUC 622: Early Literacy Methods II	10 hours (special education)
EDUC 675: Assessment of Young Children	10 hours (special education)
EDUC 710: Practicum in Teaching Early Literacy and Mathematics	50 hours (general education)
EDUC 530: Student Teaching in General Education	35 days
EDUC 760: Student Teaching in Special Education	35 days
Total: 100 hours fieldwork + 70 days student teaching	
Notes:	
Fieldwork and student teaching hours may vary if you qualify for limited exemption (already completed a NYS teacher prep program & hold licensure, have National Board certification, or have 1 yr effective teaching under NYS or out-of-state tchg license/certificate). Contact UMSV School of Ed for further info.	
All students must complete 100 hours of field experience. These hours must: <ul style="list-style-type: none"> ● address the full range of student developmental levels for students in early childhood settings (pre-kindergarten/3-year-old through grade 2) AND ● address the full range of student developmental levels for Students with Disabilities (pre-kindergarten/3-year-old through grade 2) 	
All students must complete 70 days of student teaching experience. The student teaching experience must be: <ul style="list-style-type: none"> ● 35 days in an early childhood general education classroom and ● 35 days in an early childhood special education classroom OR <ul style="list-style-type: none"> ● 70 days in an inclusion or ICT classroom. It is appropriate for this experience to be in one classroom only if the total of the students' clinical experiences has a wide range of levels. The definition of a day is what your local school district considers a day. The experience will be supervised by a university supervisor and a school-based cooperating/mentor teacher.	

Exit Criteria and Certification

A student who successfully completes all academic and professional requirements will be recommended by the Education Department for initial/professional New York State certification in early childhood education (Grades Birth-2) and special education (Grades Birth-2). Academic requirements include completion of all courses with the prescribed grades and grade point average. Professional requirements include demonstration of effective behaviors appropriate to the profession.

Childhood (Grades 1 to 6) and Special Education (All Grades) - 45 credits

The MS in Childhood Education (Grades 1 to Grade 6) and Special Education (All Grades - PreK to Grade 12) program at the University of Mount Saint Vincent is designed for career changers or recent college graduates who have not completed formal preparation in teacher education. This dual certification 45-credit program provides teacher candidates with the pedagogical knowledge and skills to develop and deliver instruction in both General Education for Grade 1 through Grade 6 and Special Education from PreK through Grade 12. Successful completion of this program and required license exams lead to a master's degree plus two teaching licenses covering Childhood Education (Grades 1 to 6) and the other is in Students with Disabilities (All Grades).

Required Coursework:

Course #	Course Name	Credits
EDUC 502	Foundation of Urban and Multicultural Ed	3
EDUC 506	Language, Cognitive Development, and Cultural Diversity	3
EDUC 513	Psychology of Teaching and Learning	3
EDUC 712	Strategies for Inclusion of Special Learners	3
EDUC 716	Life Span Special Education: Transition from Birth to Adult	3
EDUC 536	Teaching Literacy in Inclusive Elem Classroom	3
EDUC 524	Teaching Social Studies and Science in Inclusive Settings	3
EDUC 522	Teaching Mathematics in Inclusive Settings	3
EDUC 527	Classroom Management and Social Skills Inst	3
EDUC 628	Assessment and Rem of Literacy Disabilities	3
EDUC 714	Assessment and Instruction of Special Learners	3
EDUC 523	Practicum in Childhood	3
EDUC 602	Research in Education	3
EDUC 530	Student Teaching in General Education	3
EDUC 760	Student Teaching in Special Education	3

Pre-requisites: Liberal Arts Major, Six semester hours in each of the following subject areas: mathematics, English language arts, social studies, and science

Required Fieldwork and Student Teaching Hours are included in the following courses:

Course Number and Name	Fieldwork Hours
EDUC 712: Strategies for Inclusion of Special Learners	10 hours (special education)
EDUC 536: Teaching Literacy in Inclusive Elem Classroom	10 hours (special education)
EDUC 527: Classroom Management and Social Skills Instruction	10 hours (special education)
EDUC 628: Assessment and Rem of Literacy Disabilities	10 hours (special education)
EDUC 714: Assessment and Instruction of Special Learners	10 hours (special education)
EDUC 523: Practicum in Childhood	50 hours (general education grades 1-6)
EDUC 530: Student Teaching in General Education	35 days
EDUC 760: Student Teaching in Special Education	35 days
Total: 100 hours fieldwork + 70 days student teaching	
Notes:	
Fieldwork and student teaching hours may vary if you qualify for limited exemption (already completed a NYS teacher prep program & hold licensure, have National Board certification, or have 1 yr effective teaching under NYS or out-of-state tchg license/certificate). Contact UMSV School of Ed for further info.	
All students must complete 100 hours of field experience. These hours must: <ul style="list-style-type: none"> • address the full range of student developmental levels for students in childhood settings (Grades 1 through Grades 6) AND • Address the full range of student developmental levels for Students with Disabilities (Pre-kindergarten to Grade 6 AND Grades 7 to 12). 	
All students must complete 70 days of student teaching experience. The student teaching experience must be: <ul style="list-style-type: none"> • 35 days in a childhood general education classroom and • 35 days in a special education classroom OR <ul style="list-style-type: none"> • 70 days in an inclusion or ICT classroom It is appropriate for the special education student teaching experience to be in one classroom only if the total of the students' clinical experiences has a wide range of levels. Otherwise, students must student teach in lower grades (PreK to Grade 6 AND Grades 7 to 12) The definition of a day is what your local school district considers a day. The experience will be supervised by a university supervisor and a school-based cooperating/mentor teacher.	

Exit Criteria and Certification

A student who successfully completes all academic and professional requirements will be recommended by the Education Department for initial/professional New York State certification in Childhood Education (Grades 1-6) and Special Education (All Grades). Academic requirements include completion of all courses with the prescribed grades and grade point average. Professional requirements include demonstration of effective behaviors appropriate to the profession.

Adolescent (Grades 7 to 12) and Special Education (All Grades) - 45 credits

The MS in Adolescent Education (Grades 7 through Grade 12) and Special Education (All Grades - PreK to Grade 12) program at the University of Mount Saint Vincent is designed for career changers or recent college graduates who have not completed formal preparation in teacher education.

Required Coursework:

Course #	Course Name	Credits
EDUC 502	Foundations of Urban and Multicultural Education	3
EDUC 506	Language, Cognitive Development, and Cultural Diversity	3
EDUC 513	Psychology of Teaching and Learning	3
EDUC 712	Strategies for Inclusion of Special Learners	3
EDUC 716	Life Span Special Education: Transition from Birth to Adult	3
EDUC 510	Teaching English in Middle and Secondary School (choose 1 course from 510, 511, 512 and 514 based on UG major and intended content area of certification)	3
EDUC 511	Teaching Social Studies in Middle and Secondary School (choose 1 course from 510, 511, 512 and 514 based on UG major and intended content area of certification)	
EDUC 512	Teaching Mathematics in Middle and Secondary School (choose 1 course from 510, 511, 512 and 514 based on UG major and intended content area of certification)	
EDUC 514	Teaching Science in Middle and Secondary School (choose 1 course from 510, 511, 512 and 514 based on UG major and intended content area of certification)	
EDUC 728	Teaching Across the Content Areas: Pedagogy in Language Arts and Social Studies	3
EDUC 729	Teaching Across the Content Areas: Pedagogy in Math and Science	3
EDUC 527	Classroom Management and Social Skills Instruction	3
EDUC 620	Teaching Literacy in Inclusive Middle and High School Classrooms	3
EDUC 714	Assessment and Instruction of Special Learners	3
EDUC 515	Practicum in Adolescent Education	3
EDUC 602	Research in Education	3
EDUC 526	Student Teaching in Adolescent Education	3
EDUC 760	Student Teaching in Special Education	3

Pre-requisites: Liberal Arts Major or equivalent of a major in 1 of 4 content areas (mathematics, English language arts, social studies, and science), Six semester hours in each of the following subject areas: mathematics, English language arts, social studies, and science.

Required Fieldwork and Student Teaching Hours are included in the following courses:

Course Number and Name	Fieldwork Hours
EDUC 712: Strategies for Inclusion of Special Learners	10 hours (special education)
EDUC 728: Teaching Across the Content Areas: Pedagogy in LA and SS	10 hours (special education)
EDUC 729: Teaching Across the Content Areas: Pedagogy in Math and Science	10 hours (special education)
EDUC 527: Classroom Manag and Social Skills Instruction	10 hours (special education)
EDUC 714: Assessment and Instruction of Special Learners	10 hours (special education)
EDUC 515: Practicum in Adolescent Education	50 hours
EDUC 526: Student Teaching in Adolescent Education	35 days
EDUC 760: Student Teaching in Special Education	35 days
Total: 100 hours fieldwork + 70 days student teaching	
Notes:	
Fieldwork and student teaching hours may vary if you qualify for limited exemption (already completed a NYS teacher prep program & hold licensure, have National Board certification, or have 1 yr effective teaching under NYS or out-of-state tchg license/certificate). Contact UMSV School of Ed for further info.	
All students must complete 100 hours of field experience. These hours must: <ul style="list-style-type: none"> • address the full range of student developmental levels for students in adolescent settings (Grades 7 through Grade 12) in content area AND • Address the full range of student developmental levels for Students with Disabilities (All Grades). 	
All students must complete 70 days of student teaching experience. The student teaching experience must be: <ul style="list-style-type: none"> • 35 days in an adolescent classroom of your content area and • 35 days in a special education classroom OR <ul style="list-style-type: none"> • 70 days in an inclusion or ICT classroom. It is appropriate for the special education student teaching experience to be in one classroom only if the total of the students' clinical experiences has a wide range of levels. Otherwise, students must student teach in lower grades (PreK to Grade 6 AND Grades 7 to 12) The definition of a day is what your local school district considers a day. The experience will be supervised by a university supervisor and a school-based cooperating/mentor teacher.	

Exit Criteria and Certification

A student who successfully completes all academic and professional requirements will be recommended by the Education Department for initial/professional New York State certification in appropriate content area grades 7-12 and special education grades pre-kindergarten through grade 12. Academic requirements include completion of all courses with the prescribed grades and grade point average. Professional requirements include demonstration of effective behaviors appropriate to the profession.

Childhood and TESOL - 45 credits

The MS in Childhood Education (grades 1-6) and TESOL (Teaching English to Speakers of Other Languages) (grades PreK-12) at the University of Mount Saint Vincent is designed for career changers or recent college graduates who have not completed formal preparation in teacher education. Successful completion of this program and required licensure exams leads to a master's degree plus teaching licenses in Childhood Education (Grades 1 through Grade 6) and TESOL (PreK through Grade 12).

Required Coursework:

Course #	Course Name	Credits
EDUC 502	Foundations of Urban and Multicultural Education	3
EDUC 506	Language, Cognitive Development, and Cultural Diversity	3
EDUC 507	Linguistic Analysis	3
EDUC 508	Structure of American English	3
EDUC 513	Psychology of Teaching and Learning	3
EDUC 522	Teaching Mathematics in Inclusive Classrooms	3
EDUC 536	Teaching Literacy in Inclusive Settings	3
EDUC 712	Strategies for Inclusion of Special Learners	3
EDUC 725	Teaching Across Content Areas: Methods of TESOL	3
EDUC 722	Teaching ESL (English as a Second Language) 1	3
EDUC 726	Assessment in Literacy and ESL	3
EDUC 523	Practicum in Childhood Education	3
EDUC 602	Research in Education	3
EDUC 530	Student Teaching in General Education	3
EDUC 752	Supervised Student Teaching in TESOL (All Grades)	3

Pre-requisites: Completed 12 credits in a foreign language or sign language/documentated on an undergraduate/graduate transcript or equivalent credit on College Level Examination Program or NYU Proficiency Test

Required Fieldwork and Student Teaching Hours are included in the following courses:

Course Number and Name	Fieldwork Hours
EDUC 507: Linguistic Analysis	10 hours (TESOL)
EDUC 712: Strategies for Inclusion of Special Learners	10 hours (TESOL)
EDUC 725: Teaching Across the Content Areas: Methods of TESOL	10 hours (TESOL)
EDUC 722: Teaching ESL (English as a Second Language)	10 hours (TESOL)

EDUC 726: Assessment in Literacy and ESL	10 hours (TESOL)
EDUC 523: Practicum in Childhood Education	50 hours (General Education)
EDUC 530: Student Teaching in General Education	35 days
EDUC 752: Student Teaching in TESOL (all grades)	35 days
Total: 100 hours fieldwork + 70 days student teaching	
Notes:	
Fieldwork and student teaching hours may vary if you qualify for limited exemption (already completed a NYS teacher prep program & hold licensure, have National Board certification, or have 1 yr effective teaching under NYS or out-of-state teaching license/certificate). Contact UMSV School of Ed for further info.	
All students must complete 100 hours of field experience. These hours must: <ul style="list-style-type: none"> • address the full range of student developmental levels for students in childhood settings (Grades 1 through Grades 6) AND • Address the full range of student developmental levels for TESOL (All Grades) elementary and secondary. 	
All students must complete 70 days of student teaching experience. The student teaching experience must be: <ul style="list-style-type: none"> • 35 days in a childhood general education classroom and • 35 days working with students learning English as a new language 	
Note: Students must have clinical experience in all grade levels (PreK to Grade 6 AND Grades 7 to 12) between fieldwork and student teaching. The definition of a day is what your local school district considers a day. The experience will be supervised by a university supervisor and a school-based cooperating/mentor teacher.	

Exit Criteria and Certification

A student who successfully completes all academic and professional requirements will be recommended by the Education Department for initial/professional New York State certification in childhood education grades 1-6 and ESOL PreK-12. Academic requirements include completion of all courses with the prescribed grades and grade point average. Professional requirements include demonstration of effective behaviors appropriate to the profession.

MS TESOL (All Grades) - Initial Certification Program - 36 credits

The Master of Science in Teaching English to Speakers of Other Languages (TESOL) at the University of Mount Saint Vincent is a 36-credit curriculum consisting of both professional and skills-based clinically oriented courses. Students successfully completing this program with proof of 12 foreign language credits, and those who pass the requisite teacher certification content specialty examination in ESOL will be eligible for New York State Initial Certification in TESOL.

Required Coursework:

Course #	Course Name	Credits
EDUC 507	Linguistic Analysis	3
EDUC 722	Teaching English as a Second Language	3
EDUC 508	Structure of American English	3
EDUC 725	Teaching Across Content Areas: Methods of TESOL	3
EDUC 726	Assessment in Literacy and ESL	3
EDUC 506	Language, Cognitive Development, and Cultural Diversity	3
EDUC 605	Curriculum and Materials in TESOL	3
EDUC 502	Foundations in Urban and Multicultural Ed	3
EDUC 536	Teaching Literacy in the Inclusive Classroom	3
EDUC 712	Strategies for Inclusion of Special Learners	3
EDUC 602	Research in Education	3
EDUC 752	Supervised Student Teaching in TESOL (All Grades)	3

Pre-requisites: Completed 12 credits in a foreign language or sign language/documentated on an undergraduate/graduate transcript or equivalent credit on College Level Examination Program or NYU Proficiency Test

Required Fieldwork and Student Teaching Hours are included in the following courses:

Course Number and Name	Fieldwork Hours
EDUC 507: Linguistic Analysis	15 hours (TESOL)
EDUC 722: Teaching ESL (English as a Second Language)	15 hours (TESOL)
EDUC 725: Teaching Across the Content Areas: Methods of TESOL	20 hours (TESOL)
EDUC 726: Assessment in Literacy and ESL	20 hours (TESOL)
EDUC 605: Curriculum and Materials in TESOL	20 hours (TESOL)
EDUC 712: Strategies for Inclusion of Special Learners	10 hours (TESOL)
EDUC 752: Student Teaching in TESOL (all grades)	70 days
Total: 100 hours fieldwork + 70 days student teaching	
Notes:	
Fieldwork and student teaching hours may vary if you qualify for limited exemption (already completed a NYS teacher prep program & hold licensure, have National Board certification, or have 1 yr effective teaching under NYS or out-of-state tchg license/certificate). Contact UMSV School of Ed for further info.	
All students must complete 100 hours of field experience. These hours must: <ul style="list-style-type: none"> • Address the full range of student developmental levels for TESOL (All Grades) elementary and secondary. 	
All students must complete 70 days of student teaching experience. The student teaching experience must be: <ul style="list-style-type: none"> • 35 days in an elementary classroom working with students learning English as a new language 	

<ul style="list-style-type: none"> • 35 days in a secondary classroom working with students learning English as a new language <p>The definition of a day is what your local school district considers a day. The experience will be supervised by a university supervisor and a school-based cooperating/mentor teacher.</p> <p>Note: Students must have clinical experience in all grade levels (PreK to Grade 6 AND Grades 7 to 12) between fieldwork and student teaching. The definition of a day is what your local school district considers a day. The experience will be supervised by a university supervisor and a school-based cooperating/mentor teacher.</p>

Exit Requirements

The Master of Science in TESOL is a 36-credit curriculum consisting of both professional and skills-based clinically oriented courses. Students must complete two supervised student teaching experiences (PreK to Grade 6 AND Grades 7 to 12). Information about requirements for these clinical experiences will be provided by the program coordinator during orientation.

MS TESOL (All Grades) - Professional Program (For Certified Teachers) - 30 credits

The Master of Science in Teaching English to Speakers of Other Languages (TESOL) at the University of Mount Saint Vincent is a 30-credit curriculum consisting of both professional and skills-based clinically oriented courses. This program is designed for students who are already certified and are seeking a master’s degree to further their knowledge and skills. Students successfully completing this program and who pass the requisite teacher certification content specialty examination in ESOL will be eligible to extend their license for New York State Initial Certification in TESOL.

Required Coursework:

Course #	Course Name	Credits
EDUC 507	Linguistic Analysis	3
EDUC 722	Teaching English as a Second Language	3
EDUC 508	Structure of American English	3
EDUC 725	Teaching Across Content Areas: Methods of TESOL	3
EDUC 726	Assessment in Literacy and ESL	3
EDUC 506	Language, Cognitive Development, and Cultural Diversity	3
EDUC 605	Curriculum and Materials in TESOL	3
EDUC 502	Foundations of Multicultural Education	3
EDUC 602	Research in Education	3
EDUC 752	Supervised Student Teaching in TESOL (All Grades)	3

Pre-requisites: Completed 12 credits in a foreign language or sign language/documentated on an undergraduate/graduate transcript or equivalent credit on College Level Examination Program or NYU Proficiency Test

Required Fieldwork and Student Teaching Hours are included in the following courses:

Course Number and Name	Fieldwork Hours
EDUC 752: Student Teaching in TESOL (all grades)	50 hours
Total: 50 hours student teaching	
Note: Fieldwork hours are lower than other degrees/certifications as teachers in this program are already certified teachers.	

Exit Requirements

The Master of Science in TESOL is a 30-credit curriculum consisting of both professional and skills-based clinically oriented courses. Students will be required to complete supervised student teaching experience. Information about requirements for these clinical experiences will be provided during orientation.

TESOL Certificate- Coursework can be applied toward an Additional Classroom Teaching Certificate in ESOL through the Individual Evaluation Pathway

University of Mount Saint Vincent, a leader in preparing pre-service and in-service teachers, offers a four-course sequence in Teaching English to Speakers of Other Languages. This sequence of courses is specifically designed for individuals who hold an initial or professional certification in a discipline other than Teaching English to Speakers of Other Languages. This course of study will provide the foundational knowledge needed to successfully address the needs of English Language Learners. Opportunities for ENL (English as a New Language) teachers are continually expanding. Students who complete the course sequence and [additional requirements](#) may apply to the New York State Department of Education for an additional certificate in ESOL via Individual Evaluation Pathway.

Required Coursework:

Course #	Course Name	Credits
EDUC 507	Linguistic Analysis	3
EDUC 508	Structure of American English	3
EDUC 722	Teaching ESL 1	3
EDUC 725	Teaching Across Content Areas - Methods of TESOL Pre-K to Grade 12	3

Additional Requirements - certificate candidates must provide NYSED evidence of:

- Major or equivalent in one of the Liberal Arts and Sciences—30 semester hours
- Teaching Literacy Skills Methods
*Students may have fulfilled Teaching Literacy Skills Methods as part of primary teaching certificate
- Language Other than English
*12 credits in a foreign/sign language/s documented on an undergraduate/graduate transcript or equivalent credit on CLEP or NYU Proficiency Tests (credits must be completed before you apply for the ESOL certificate)
- Successfully pass the Content Specialty Test (CST) in ESOL
- Workshops—Child Abuse Identification—School Violence Intervention and Prevention—DASA—Fingerprint Clearance

MS Special Education (All Grades) - Initial Certification Program - 36 credits

Students in this program will acquire skills and knowledge critical to serving students with special needs in areas such as language and learning and social and behavioral development. Students will gain hands-on experience designing curricula and develop their ability to collaborate with internal and external stakeholders.

Required Coursework:

Course #	Course Name	Credits
EDUC 502	Foundations of Urban and Multicultural Ed - Culturally Responsive Essay	3
EDUC 506	Language, Cognitive Development, and Cultural Diversity	3
EDUC 712	Strategies for Inclusion of Special Learners	3
EDUC 513	Psychology of Teaching and Learning	3
EDUC 716	Lifespan Special Education: Birth to Adulthood	3
EDUC 728	Teaching Across Content Areas: Pedagogy in ELA and SS	3
EDUC 729	Teaching Across Content Areas: Pedagogy in Math and Science	3
EDUC 527	Classroom Management and Social Skills Instruction	3
EDUC 714	Assessment and Instruction of Special Learners	3
EDUC 628	Assessment and Remediation of Literacy Disabilities	3
EDUC 602	Research in Education	3
EDUC 760	Student Teaching Seminar in Special Education	3

Pre-requisites: Liberal Arts Major, Six semester hours in each of the following subject areas: mathematics, English language arts, social studies, and science

Required Fieldwork and Student Teaching Hours are included in the following courses:

Course Number and Name	Fieldwork Hours
EDUC 712: Strategies for Inclusion of Special Learners	10 hours (special education)
EDUC 728: Teaching Across the Content Areas: Pedagogy in LA and SS	30 hours (special education)
EDUC 729: Teaching Across the Content Areas: Pedagogy in Math and Science	30 hours (special education)
EDUC 527: Classroom Manag and Social Skills Instruction	10 hours(special education)
EDUC 714: Assessment and Instruction of Special Learners	10 hours (special education)
EDUC 628: Assessment and Rem of Literacy Disabilities	10 hours (special education)
EDUC 760: Student Teaching in Special Education	70 days
Total: 100 hours fieldwork + 70 days student teaching	
Note:	
Fieldwork and student teaching hours may vary if you qualify for limited exemption (already completed a NYS teacher prep program & hold licensure, have National Board certification, or have 1 yr effective teaching under NYS or out-of-state tchg license/certificate). Contact UMSV School of Ed for further info.	
All students must complete 100 hours of field experience. These hours must: <ul style="list-style-type: none"> • Address the full range of student developmental levels for Students with Disabilities (All Grades) Pre-kindergarten through grade 6 AND grades 7 - 12. 	
All students must complete 70 days of student teaching experience. The student teaching experience must be: <ul style="list-style-type: none"> • 35 days in a pre-kindergarten through grade 6 classroom working with student with disabilities • 35 days in a grade 7 to grade 12 working with students with disabilities OR • 70 days in one grade level working with students with disabilities, ONLY if the clinical experiences for fieldwork cover the other grade level. 	
It is appropriate for this experience to be in one classroom only if the total of the students' clinical experiences has a wide range of levels. The definition of a day is what your local school district considers a day. The experience will be supervised by a university supervisor and a school-based cooperating/mentor teacher.	

MS Special Education (All Grades) - Professional Program (For Certified Teachers) - 30 credits

Students in the program will prepare to improve the lives of students with speech and language disorders, behavioral and emotional challenges, social development barriers, and learning disabilities.

Required Coursework:

Course #	Course Name	Credits
EDUC 502	Foundations of Urban and Multicultural Ed	3
EDUC 506	Language, Cognitive Development, and Cultural Diversity	3
EDUC 728	Teaching Across Content Areas: Pedagogy in ELA and SS	3
EDUC 729	Teaching Across Content Areas: Pedagogy in Math and Science	3
EDUC 714	Assessment and Instruction of Special Learners	3
EDUC 527	Classroom Management and Social Skills Instruction	3
EDUC 628	Assessment and Remediation of Literacy Disabilities	3
EDUC 716	Lifespan Special Education: Birth to Adulthood	3
EDUC 602	Research in Education	3
EDUC 760	Student Teaching Seminar in Special Education	3

Pre-requisites: Liberal Arts Major, Six semester hours in each of the following subject areas: mathematics, English language arts, social studies, and science

Required Fieldwork and Student Teaching Hours are included in the following courses:

Course Number and Name	Fieldwork Hours
EDUC 760: Student Teaching in Special Education	50 hours
Total: 50 hours student teaching	
Note: Fieldwork hours are lower than other degrees/certifications as teachers in this program are already certified teachers.	

Exit Requirements

The Master of Science in Special Education All Grades is a 30-credit curriculum consisting of both professional and skills-based clinically oriented courses. Students will be required to complete supervised student teaching experience. Information about requirements for these clinical experiences will be provided during orientation.

Course Descriptions

EDUC 211 Education and Society

An exploration of developments and current trends in education; historical, philosophical, and sociological aspects of general and special education are studied; extensive interaction among participants is fostered 3 credits

EDUC 328 Children and Adolescent Literature

The development of an appreciation of literature written for children and young adolescents; this course appraises prose and poetry and presents strategies for arousing and sustaining the student's interest in and appreciation of good literature 3 credits

EDUC 340 Introduction to Special Education

An exploration of etiology, characteristics, services, and programs for students with disabilities. Focuses on general and special education foundations, legal mandates and specific policies, program options, family issues, and the roles of general and special educators as members of multidisciplinary teams and participants in effective inclusion programs. This course introduces positive behavioral support programs. Case studies will be used extensively 3 credits

EDUC 502 Foundations in Urban and Multicultural Ed

This course equips teachers with a sound knowledge base in multicultural education. It provides both definition and rationale. Through readings, class discussions, blackboard participation and written assignments students will explore and analyze the impact that such issues as equity, ethnicity, sociocultural and linguistic background, ability, gender, and race have on student learning. Students will develop perspectives on diversity and a frame of reference for providing equitable opportunities for all students to learn and succeed in schools and society. While this course focuses more on developing dispositions and understandings needed to effectively work with diverse populations, applications to the classroom will be made when appropriate. By the conclusion of the course students will be able to articulate a personal philosophy of multicultural education that demonstrates a thoughtful consideration of the historical and social development of this field 3 credits

EDUC 506 Language, Cognitive Development, and Cultural Diversity

This course examines cognitive development and language acquisition across cultures. Through the supplemental use of various technologies, the course focuses on issues of bilingualism and dialectal difference and their relationship to language development. The course explores language diversity as it relates to classroom instruction 3 credits

EDUC 507 Linguistic Analysis

This course examines the components of language in order to define the nature of language and the human mind. Questions regarding the origin of language will be examined. The universal nature of language will also be explored. An introduction to general linguistic notions will be presented in this course. Foci include phonology, morphology, syntax, semantics, pragmatics, and language variations across time and space. 3 credits

EDUC 508 Structure of American English

In this course, we will examine English grammar from a theoretical point of view and discuss how the different constructions that we study can be taught formally and informally in the ESL

classroom. Although English-language learners have not acquired English as a first language, they have access to Universal Grammar which programs human beings to understand what is possible with all languages. Hence, the knowledge that we all possess subconsciously facilitates the learning of a second language when brought to conscious awareness.

Prescriptive language versus descriptive language will be examined throughout the course in light of structures to be studied, especially with respect to how they manifest themselves in everyday usage. **EDUC 503** 3 credits

EDUC 509 Working with Systems, Teams, and Culturally Diverse Families

In this course, students will be introduced to home-based, and community-based early intervention services and programs offered to young children in school systems. In this course, team-based models involving educators, families and related service providers for the purpose of planning and managing teaching and learning environments that include natural environments such as general education settings will be covered. This course emphasizes strengths-based instruction affirming the role of families in the education and development of young children, including young children with disabilities. In this course, child abduction safety, alcohol, drug and tobacco abuse prevention, safety education, and fire/arson prevention will be covered. **EDUC 509** 2 credits

EDUC 510 Teaching English in Middle and Secondary School

Each course provides students with the knowledge and skills necessary to teach an academic discipline effectively in middle school and high school. Students study generic principles of middle and secondary teaching, with specific content and approaches in the teaching of subject areas and practical application of these principles and knowledge. The course emphasizes the unique nature of the adolescent learner and explores developmentally appropriate strategies to meet the needs of diverse learners. Emphasis will be placed on the role of New York State and Next Generation Learning Standards in planning and implementing instruction **EDUC 510** 3 credits

EDUC 511 Teaching Social Studies in Middle and Secondary School

Each course provides students with the knowledge and skills necessary to teach an academic discipline effectively in middle school and high school. Students study generic principles of middle and secondary teaching, with specific content and approaches in the teaching of subject areas and practical application of these principles and knowledge. The course emphasizes the unique nature of the adolescent learner and explores developmentally appropriate strategies to meet the needs of diverse learners. Emphasis will be placed on the role of New York State and Next Generation Learning Standards in planning and implementing instruction **EDUC 511** 3 credits

EDUC 512 Teaching Math in Middle and Secondary School

Each course provides students with the knowledge and skills necessary to teach an academic discipline effectively in middle school and high school. Students study generic principles of middle and secondary teaching, with specific content and approaches in the teaching of subject areas and practical application of these principles and knowledge. The course emphasizes the unique nature of the adolescent learner and explores developmentally appropriate strategies to meet the needs of diverse learners. Emphasis will be placed on the role of New York State and Next Generation Learning Standards in planning and implementing instruction **EDUC 512** 3 credits

EDUC 513 Psychology of Teaching and Learning

An investigation of psychological theories as they apply to teaching and learning. Topics include cognitive, behavioral, and humanistic theory, social development and social skills instruction, moral development and education, language development, motivation, classroom management

theory and issues, and an introduction to instructional modification to meet the needs of a diverse student body 3 credits

EDUC 514 Teaching Science in Middle and Secondary School

Each course provides students with the knowledge and skills necessary to teach an academic discipline effectively in middle school and high school. Students study generic principles of middle and secondary teaching, with specific content and approaches in the teaching of subject areas and practical application of these principles and knowledge. The course emphasizes the unique nature of the adolescent learner and explores developmentally appropriate strategies to meet the needs of diverse learners. Emphasis will be placed on the role of New York State and Next Generation Learning Standards in planning and implementing instruction 3 credits

EDUC 515 Practicum in Adolescent Education

Candidates will work directly with diverse learners under the supervision of a credentialed teacher in a middle or high school setting. This practicum requires that candidates assess, plan, implement and evaluate instruction in their content area. Candidates must plan lessons for a full range of abilities and backgrounds including students with disabilities and students of English as a new language 3 credits

EDUC 522 Teaching Math in Inclusive Settings

This course includes exploration of content, learning process, use of materials including technology, classroom activities, and assessment at different developmental levels as applied to elementary mathematics. Approaches to working with multicultural, multilingual, special needs, and gifted populations are addressed. Techniques of lesson planning are developed, and multidisciplinary integration is fostered 3 credits

EDUC 523 Practicum in Childhood Education

Candidates will work directly with diverse learners under the supervision of a credentialed teacher in an elementary school setting. This practicum requires that candidates assess, plan, implement and evaluate instruction in multi-subject areas with a focus on literacy and mathematics. Candidates must plan lessons for a full range of abilities and backgrounds including students with disabilities and students of English as a new language. 3 credits

EDUC 524 Teaching SS and Sci in Inclusive Settings

In this course, you will explore content, learning processes, use of materials, and the classroom activities at different developmental levels as applied to elementary social studies and science. You will be introduced to planning techniques for individual lessons in both content areas, including opportunities for multidisciplinary integration with ELA (English Language Arts). You will also learn to address the special needs of students with disabilities, students with limited English proficiency, gifted students, and educationally disadvantaged children.

This course conforms to learning standards for science and social studies as defined by the New York State Department of Education. In both subject areas, you will learn to use instructional resources and strategies to cultivate critical thinking and informed decision-making with students. You will learn techniques for problem solving, working effectively with groups, gathering, and organizing information, generating, and analyzing ideas, observing common themes, and presenting results.

The study of science and social studies will be interwoven with Language Arts, reflecting the New York State Learning Standards. An emphasis of this course is on developing an awareness of and respect for cultural diversity and multiple perspectives 3 credits

EDUC 526 Student Teaching in Adolescent Education

Students teach for one semester in a nearby secondary school under the supervision of cooperating teachers and Education and liberal arts faculty. Placements are made in inclusive or general education classrooms. Field supervisors observe and confer with student teachers individually. In addition, students participate in seminar activities to review field experiences, to synthesize current practice with prior learning and to prepare for employment and further professional study. Ongoing communication between the cooperating teacher, supervisor, and seminar leader supports the development of the necessary knowledge and competencies of the pre-service student 3 credits

EDUC 527 Classroom Management and Social Skills Instruction

This course provides candidates with strategies based on behavior analysis and other psycho-educational learning theories/models and as they relate to managing measurably effective classrooms. Emphasis is on the elements of effective instructional planning (i.e., antecedents and consequences of student behavior) that prevent management problems, condition intrinsic motivation to learn, and foster social competence of all students in the inclusive classroom. The foundational knowledge base of the definition, concepts, and principles of ABA for improving students' academic, emotional, behavioral, and social skills will be addressed. In addition, coverage will include the philosophical assumptions and dimensions of research-based models. Candidates will learn how to differentiate evidence-based from non-evidence-based behavior management practices 3 credits

EDUC 528 Strategies for Inclusion, Differentiation, and UDL

In this course, students will learn historical, research, values-based, and contemporary foundations of Inclusive Education, with an emphasis on early-intervention and other early childhood models for inclusion. The Individual Family Service Plan (IFSP) and the Individual Education Plan (IEP) will be covered. Students will learn strategies for Co-Teaching, Universal Design for Learning (UDL) and Differentiated Instruction (DI). Students will learn to write lessons for community-based, diverse, inclusive settings. Strategies for advocacy will be covered. New York State Learning Standards, including Early Learning Standards will be introduced 3 credits

EDUC 530 Student Teaching in General Education

Students teach for one semester under the supervision of cooperating teachers and Education faculty. Placements are in an inclusive or general setting appropriate to certification area. Faculty observe and confer with student teachers individually. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to synthesize current practice with prior learning and to prepare for employment and further professional study. Prospective student teachers plan for field placements during the registration period prior to student teaching. 3 credits

EDUC 535 Introduction to Assistive Technology

This course is designed to help current and future educators understand the principles and application of Universal Design and the use of Assistive Technology in educational environments. This course will also provide opportunities to learn about assistive technology for students with disabilities and the integration of technology into teaching and learning within the field of special education. A variety of assistive technologies ranging from low to high tech will be discussed and demonstrated. Technology for high incidence as well as low incidence disabilities will be covered. Students will learn to apply a process for problem-solving and for the

selection of appropriate tools to meet individual student needs. Students are expected to take an active role in learning about assistive technologies 2 credits

EDUC 536 Teaching Literacy in the Inclusive Elementary Classroom

Teaching Literacy in the Inclusive Elementary Classroom examines reading and language arts instruction as part of the total communication process. As a language-based course of study students actively participate in the learning process by reading, writing, speaking, and listening. Class work and assignments reflect this language-based perspective, provide opportunities for student inquiry and emphasize the development of competencies that are necessary to teach reading and language arts in inclusive elementary school settings.

This course develops the pre-service teacher's ability to carry out the specific teaching functions and to achieve the professional standards as prescribed by the New York State Education Department.

Students completing this course will understand the concepts of literacy instruction and the integration of reading, writing, speaking, and listening for learning within the classroom. Pre-service teachers learn techniques of informal assessment and lesson planning. Instructional modifications for students with language and learning differences are presented and applied. Additionally, students will examine their own literacy practices and develop a deeper understanding of what it is to be a literate individual in the 21st century" 3 credits

EDUC 602 Research in Education

Students will learn various qualitative and quantitative research approaches, as well as establish the foundation to conduct research in educational settings. Students will engage in the research process by writing literature reviews, formulating research questions and designs, as well as analyzing and reporting data. In addition, they will learn the basic nature of educational research and its impact on educational practices and policies through discussions and critical reflection 3 credits.

EDUC 605 Curriculum and Materials in TESOL

Curriculum and Materials in TESOL is designed to provide a general introduction to the design and role of curriculum and materials in standards-based ESL/EFL and content instruction. In its focus on curriculum, the course begins with the assessment of learners' needs and the development of appropriate curriculum based on those needs. 3 credits

EDUC 620 Teaching Literacy in Inc Middle and HS Classrooms

Teaching Literacy in the Inclusive Secondary Classroom examines literacy as part of the total communication process within the secondary classroom. This course is designed to assist students in understanding the language and literacy process as it applies to teaching in the middle and high schools. Particular attention is paid to reading and writing in the content areas and instructional strategies to support students' literacy development. The course will focus on ways in which reading, writing, speaking, and listening are developed and used within the learning of discipline specific curriculum including adaptations for culturally diverse and exceptional learners. The course develops connections between knowledge of the literacy process, using language to support learning, and effective instruction incorporating reading and writing.

This course develops the pre-service teacher's ability to carry out the specific teaching functions and to achieve the professional standards as prescribed by the New York State Education Department and Common Core Standards for College and Career Readiness. Students

completing this course will understand the concepts of balanced literacy instruction and the integration of reading, writing, speaking, and listening for learning within the classroom" 3 credits

EDUC 621 Early Literacy Methods I

In the design of that curriculum, sub-topics including the setting of goals and objectives, choice of syllabus type, integrating standards and content, teaching methodology and assessment will be covered. The focus on materials includes a survey of options and criteria for their evaluation. This course will feature hands-on activities, authentic materials, curricula, and assessment tools. 3 credits

EDUC 622 Early Literacy Methods II

This course provides research-based strategies and activities for developing oral language, language analysis, developing fluency and semantic competencies, and reading and writing skills to include sentence structure. Students will learn strategies for teaching text comprehension. Students will demonstrate proficiency at analyzing reading and writing samples of normally-developing and at-risk children. At-risk children discussed during the course will include those with typical and below-normal cognitive skills. They will also demonstrate proficiency at developing individualized and small-group instructional procedures as well as curriculum-based extension activities aimed at improving reading and writing abilities and applying those abilities throughout the school day. Focus will be on developing critical skills to read and write effectively, including vocabulary, grammar, comprehension, language analysis, word recognition, fluency, and written expression 3 credits

EDUC 628 Assessment and Remediation of Literacy Disabilities

This course is a study of assessment procedures, prescriptive measures and best corrective practices as applied to teaching the reading disabled student in elementary through high school. Tutorial field experience is required in remedial or inclusive settings 3 credits

EDUC 675 Assessment of Young Children

This course covers a variety of approaches to assessment of young children as well as the legal aspects of evaluation and assessment. Students will learn and critique assessments including standardized tests, criterion-based tests, and authentic assessments used in early childhood education. Methods for conducting assessments in early childhood that reflect social, emotional, cognitive, linguistic, physical, and motor development across learning contexts will be covered. Students will learn strategies for a safe and bias-free testing environment. This course covers collaboration that encourages mutual respect and strengthening of school/family partnership 3 credits

EDUC 710 Practicum in Teaching Early Literacy and Math

Candidates will work directly with young children with diverse backgrounds under the supervision of a credentialed teacher in an educational setting. This practicum requires that candidates assess, plan, implement and evaluate instruction in both early literacy and early mathematics. Candidates must plan lessons for a full range of abilities and backgrounds, including students with disabilities and students of English as a new language 3 credits

EDUC 712 Strategies for Inclusion of Special Learners

This course is designed to help candidates instruct students with learning and behavior problems (including autism spectrum disorders, speech, and language impairments, learning disabilities, intellectual disabilities, emotional disturbance/ behavioral disorders, and ADHD) using research- or evidenced-based practices to address both curricular/instructional and social

behavioral challenges in the least restrictive environment. Candidates will learn how to individualize and accurately implement fundamental elements of behavior change and specific behavior change procedures in order to facilitate students' access to the general education curriculum 3 credits

EDUC 714 Assessment and Instruction of Special Learners

This course is designed to provide candidates with information on standardized and informal assessment procedures and materials and on research-based effective strategies for teaching students with mild to moderate learning and behavior problems. Emphasis is on assessment in literacy and mathematics and appropriate use of instructional technologies including assistive technology. Focus will also be on those strategies of differentiated instruction that can be effectively implemented or modified within the general education program. Candidates will learn a variety of methods for the identification and assessment of academic and social-behavioral problems; behavioral assessment; analysis of the outcomes of instruction/interventions; descriptive, preference and skill assessments; including the use of practical behaviorally-based assessment tools such as checklists, rating scales, structured observation tools, and curricular behavioral assessments (e.g., criterion-referenced assessment 3 credits

EDUC 716 Life Span Special Education: Transition from Birth to Adulthood

This course prepares teacher candidates to select behavior analytic intervention strategies and plan for their possible unwanted behavior change effects in order to help maximize human development from birth to adulthood. Candidates will learn how to select and implement individualized behavioral and curricular intervention strategies and behavior-change systems in order to teach, maintain, and generalize skills across home, school, and community settings via organizational behavior management (OBM). Emphasis will be placed on how students develop and learn by examining the process of physical, cognitive, social, emotional, language, and career development among students who vary by gender, race and ethnicity, socioeconomic level, English proficiency, and diverse levels of ability. Issues covered include the educator's role on how to develop curriculum as well as support and maintain group change that is developmentally appropriate and culturally meaningful to facilitate successful transition from pre-school to post-school activities; including postsecondary education, vocational education, integrated employment (including supported employment), independent living, and/or community participation (as described by the U.S. Department of Education's Office of Special Education and Rehabilitative Services May 2017 document entitled "A Transition Guide To Postsecondary Education and Employment for Students and Youth with Disabilities)" 3 credits

EDUC 722 Teaching English as a Second Language I

This course will present an overview of the nature of the second language acquisition process with emphasis on teaching and learning. Areas that will be addressed include: second language acquisition, socio-linguistic and psycho-linguistic factors in learning a second language, second language proficiency, characteristics of L2 learners, ESL programs, instructional approaches and strategies, and instructional resources for ESL teachers. 3 credits

EDUC 725 Teaching Across Content Areas: Methods of TESOL

This course develops the skills and knowledge necessary to teach science, mathematics, and social studies to English Language Learners. Students will link the teaching of language, content, and development of strategic competence. Activities will require students to connect content area instruction to the New York State Learning Standards. 3 credits

EDUC 726 Assessment in Literacy and ESL

This course includes an examination of procedures and instruments, standardized and classroom-based, used in literacy, language proficiency, and content-area assessments. Instruction in design and use of instruments and rubrics will be addressed. In addition, analysis and interpretation of assessment results will be explored to make informed instructional decisions. 3 credits

EDUC 728 Teaching Across the Content Areas: Pedagogy in ELA and SS

This course introduces Education candidates to the strategies and techniques of how to effectively teach subject content in ELA and social studies to diverse student populations. The goal of the course is to equip Education candidates with the skills and knowledge to help students with disabilities achieve their intellectual and vocational “potential” 3 credits

EDUC 729 Teaching Across the Content Areas: Pedagogy in Math and Science

This course introduces Education candidates to the strategies and techniques of how to effectively teach subject content in math and science to diverse student populations. The goal of the course is to equip Education candidates with the skills and knowledge to help students with disabilities achieve their intellectual and vocational “potential” 3 credits

EDUC 752 Supervised Student Teaching in TESOL (All Grades)

Student teaching requires teaching students learning English as a New Language (ENL) for one semester under the supervision and mentorship of cooperating teachers and Education faculty. Faculty observe and confer with student teachers individually. In addition, student teachers and faculty meet each week in a coordinating seminar to review field experiences, synthesize current practice with prior learning and to prepare for employment and further professional study. Prospective student teachers plan for field placements during the registration period prior to student teaching. 3 credits

EDUC 760 Student Teaching in Special Education

Students teach for one semester under the supervision and mentorship of cooperating teachers and Education faculty. Placements are in special education settings. Faculty observes and confers with student teachers individually. In addition, students and faculty meet each week in a coordinating seminar to review field experiences, synthesize current practice with prior learning and to prepare for employment and further professional study 3 credits