

# ELT



Education &  
Learning Trust

Advance your career. Refresh your mind.

# FALL 2018



Be a fan.

[elt.nysut.org](http://elt.nysut.org)  
800-528-6208

# ELT



Education &  
Learning Trust

# 40 Years

# ELT Professional Learning Courses and Seminars

Brother and Sisters,

Please join me in celebrating 40 years of NYSUT's Education & Learning Trust's graduate and undergraduate course work, in-service programs, degree partnership programs and seminars that provide high-quality professional learning! That is 40 years of hands-on experiences, based on current research with you, a NYSUT member in mind. Did you know that ELT has been approved as a Continuing Teacher and Leader Education (CTLE) provider by the New York State Education Department? That means all participants successfully completing courses and seminars offered by ELT will receive a certificate of completion with ELT's sponsor identification number to be used toward CTLE hour fulfillment.



ELT can be as close as your own NYSUT Regional Office, Teacher Center and/or School District! Moreover, as your time is valuable, we can even meet you online. Any way you look at it, NYSUT ELT meets all of our member's professional learning needs!

Speaking of NYSUT members, did you know all of ELT's professional development offerings are facilitated by your fellow brothers and sisters- your colleagues: teachers and school-related professionals? Educators who are walking in your shoes, know of your challenges and can relate. And the best part? ELT strategies can be brought back into your educational environment the very next day.

I am proud to share ELT's offerings, and I hope you will take advantage of ELT's 40 years of expertise. Please visit our website [www.eltnysut.org](http://www.eltnysut.org) and see what NYSUT's ELT can do for you!

In solidarity,

A handwritten signature in black ink that reads "Jolene DiBrango".

Jolene DiBrango  
NYSUT Executive Vice President

## NYSUT ELT Board of Trustees:

**Andrew Pallotta, Chair • Jolene DiBrango • Paul Pecorale • J. Philippe Abraham**  
**• Dan Kinley, Director**

Complete course descriptions, refund policy and current course updates can be found online at [elt.nysut.org](http://elt.nysut.org)

Dates may be subject to change.

Participants must have a Bachelor's degree to receive graduate credit.

Visit us for updates, critical information and networking:

Facebook "NYSUT Education & Learning Trust – ELT"

*To register for a course, please visit us at [elt.nysut.org](http://elt.nysut.org)*

# TABLE OF CONTENTS

3 .....Courses Approved for Certification  
7 ..... Online Courses, In Depth Learning Experience for Educators  
10 ..... VESi Online Graduate and Undergraduate Courses  
14 ..... New Mercy College Master’s Degree Program  
25 ..... Course Descriptions

## COURSE SCHEDULES BY REGION

17 ..... Capital District  
17 ..... Lower and Mid Hudson  
18 ..... Long Island Nassau  
21 ..... Long Island Suffolk  
23 ..... Utica  
23 ..... Syracuse  
24 ..... Western New York

SUNY Empire State College courses in partnership with NYSUT ELT are graduate-level and can be used as an elective in the Master of Education (MEd) in Teaching and Learning Program. Additionally, these courses may also be used as electives in the following master’s programs depending on the program’s focus:

- Master of Arts in Adult Learning
- Master of Arts in Community and Economic Development
- Master of Arts in Learning and Emerging Technologies
- Master of Arts in Liberal Studies
- Master of Arts in Social and Public Policy
- Master of Arts in Work and Labor Policy

It important to note that this information does not change from year to year.

Additional information can be found on our website at <http://elt.nysut.org/register/courses/seeking-district-approval>.

**NOTICE ON NON-DISCRIMINATORY POLICY AS TO STUDENTS:** *the NYSUT Education & Learning Trust admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students in its courses and programs. It does not discriminate on the basis of race, color, sex, national or ethnic origin in administration of its educational policies, admissions policies and other trust administered programs.*

# REGISTRATION INFORMATION

Most courses can be taken for Graduate or Inservice (professional development) Credit.

COURSES	Site Based	Online
Three Graduate Credit*	\$1200	\$1220
45-hour Inservice Credit	\$780	\$800
Three Graduate Credit (VESi Course)*	N/A	\$545
Three Undergraduate Credit (VESi Course)	N/A	\$375
Two Graduate Credit (VESi Course)	N/A	\$350
Two Undergraduate Credit (VESi Course)	N/A	\$280
One Graduate Credit	\$198	N/A
15-hour Inservice Credit	\$125	N/A



**Prices in effect through December 31, 2018.**

\*Member who is enrolled in NYSUT Membership (active dues-paying member). Discount of 33% is applicable to our three graduate credit courses only. VESi courses are not eligible for discount.

Students should purchase the Required Text(s) for ELT courses directly via their own personal, favorite bookstore. Please see Course Descriptions for required text(s) or visit us at [elt.nysut.org](http://elt.nysut.org). Students are required to have the proper text(s)\*\* by the class start date.

- To register for a course, please visit our website at [elt.nysut.org](http://elt.nysut.org). Tuition is charged in-full two weeks prior to the course start date.
- Participants must have a Bachelor's degree to enroll in graduate courses. For current Frontline users, please register online at [elt.nysut.org](http://elt.nysut.org).

For registration assistance or questions, please call 800-528-6208 or email [eltmail@nysutmail.org](mailto:eltmail@nysutmail.org)

\*\*correct titles and editions are required in order to complete the course.

**IMPORTANT: Students are not eligible to register for a Mercy College course through NYSUT ELT or UFT if:**

- they have already completed 15 Mercy College credits through NYSUT ELT or UFT;
- they are currently matriculated in a Mercy College degree or Advanced Certificate Program;
- they are on a financial hold with Mercy College; or
- they were academically dismissed by Mercy College.

ELT is not responsible for reimbursement of tuition for students who register for any Mercy courses if they meet any of the above criteria.

## REFUND POLICY:

If course is canceled by the Trust, all paid tuition is 100% refundable.

## FOR ONSITE COURSES:

Paid tuition, less a \$50 Administrative Fee, is refunded PRIOR to the first class.

All cancellations must be in writing and sent to either [eltmail@nysutmail.org](mailto:eltmail@nysutmail.org) or by fax 518-213-6456.

Visit [elt.nysut.org](http://elt.nysut.org) for complete refund policy.

**No refund requests will be honored after class start date.**

## FOR ONLINE COURSES:

Paid tuition, less a \$50 Administrative Fee, is refunded PRIOR to first session.

Participants who cancel within the first two weeks will be refunded half of paid tuition.

## FOR VESI COURSES-FOR NYSUT MEMBERS ONLY:

**No refunds issued for VESi courses.**

ELT is not responsible for reimbursement of tuition for students who register for the same course twice.

# CERTIFICATION COURSES

## ELT COURSES THAT FULFILL CERTIFICATION REQUIREMENTS

The following courses have been reviewed and approved by the NYS Education Department, Office of Teaching Initiatives, and are specified as fulfilling certification requirements for specific certification titles. Students must take courses for graduate credit for certification requirements and earn a minimum grade of B or higher.

Beyond the courses listed below, NYSUT cannot advise you as to which courses you should take to fulfill your specific certification requirements. NYSUT Education & Learning Trust strongly recommends that individuals seeking to fulfill specific certification course requirements consult the State Education Department's Certification Office at [www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert) when selecting courses to fulfill certification requirements.

All individuals pursuing their first teaching certificate should complete a registered program at an accredited university or college. As certification requirements may change, please check our website for the most current listing of approved courses.

Individuals pursuing additional certificates are required to complete six clock hours of coursework or training in Dignity for All Students Act (DASA) in accordance with Article 2 Sections 10-18 of the Education Law. This training is available through ELT or other providers approved by the New York State Education Department.

***Be mindful: New York State regulation (effective Fall of 2016) requires that all graduate schools of education use a standardized test as part of the admission process. If you are planning to matriculate into a Graduate Education Program, you will have to take the Graduate Record Examination (GRE) in order to meet this new regulation.***

## STUDENTS WITH DISABILITIES (SWD):

Certified teachers, who seek an additional certification in Students with Disabilities at the same developmental level, can take **one course** under **each** of the four competency areas, for a **total** of 12 semester hours, to satisfy the requirement 'Additional Pedagogy – Students with Disabilities'.

- **Assessment, Diagnosis and Evaluation:**

  - EDUC 516M: Curricular Assessment and Behavior Management

- **Curriculum Instruction:**

  - EDUC 503M: Methods & Materials Students with Disabilities\*

  - SED 661: Cooperative Learning for Students with Special Needs

- **Foundations of Special Education:**

  - UNY 729: Inclusion: Education for All, PreK-12

- **Managing Environment:**

  - EDUC 503M: Methods & Materials Students with Disabilities\*

\*If you choose to take EDUC 503M Methods and Materials for Students with Disabilities, you will fulfill two of the four competency areas. You may then take SED 672: Multiple Intelligences Theory & Practice, to use toward the 12 semester hour requirement.

Individuals pursuing this additional certificate will apply on their own to the State Education Department, pass the Content Specialty Test for Students with Disabilities and pass the corresponding Content Specialty Test (CST) - Multi-Subject (Birth – Grade 2/ Grade 1- 6/ Grade 7 - Grade 12) if not completed already, as well as complete the three-hour Autism workshop. (ELT is an approved provider for the mandated three-hour Autism workshop. Click [\(here\)](#) to find and register for seminars and course near you).



# CERTIFICATION COURSES

## VARIOUS COMPETENCY AREAS

- **5-6 or 7-9 Extension (6 credits needed)**

EDC 679: Middle Level Education: Foundations for the Middle Years - **(Required)**

**Choose One:** EDC 680: Middle Level Education: Curriculum, Instruction and Assessment  
OR

EDC 686: Increasing Middle Level Math

- **Adolescent Developmental Level, Grades 7-12, Pedagogical Core**

CURI 6501: Adolescent Development Grades 7-12 (*was previously EDU 661117*)

CURI 6502: Adolescent Literacy, Grades 7-12 (*was previously EDU 661120*)

- **Bilingual Extension**

EDUC 505: Teaching English as a Second Language (ESL Methods course)

EDUC 504: Cultural Perspectives: The Teaching and Learning Process (*Multicultural Perspectives*)

- **Childhood Developmental Level, Grades 1-6, Pedagogical Core**

CURI 6504: Building Mathematical Understanding for Grades 3-5  
(*was previously EDU 661116*)

CURI 6521: Literacy Instruction in the Elementary Classroom  
(*was previously EDU 661115*)

- **Childhood/Adolescent Literature**

UNY 820: Multicultural Children's Literature

- **Curriculum, Instruction and Assessment, Pedagogical Core**

ED 343: Curriculum Instruction and Assessment (Undergraduate Credit)

- **Early Childhood Developmental Level, Birth – Grade 2, Pedagogical Core**

UNY 717: Beginning Reading, Grades PreK-2

EDUC 513M: Introduction to Early Childhood Education: Foundations, Methods, and Materials

- **Human Development & Learning**

CURI 6501: Adolescent Development Grades 7-12 (*was previously EDU 661117*)

SED 672: Multiple Intelligences Theory & Practice

ED 134: Human Development in the Educational Content (Undergraduate Credit)

- **Literacy Instruction and Assessment (Literacy certification, required competency):**

UNY 717: Beginning Reading, Grades PreK-2

UNY 802: Enhancing Literacy for All Students

RDG 663: Creating a Balanced Reading & Writing Program

- **Literacy in the Content Areas (Literacy certification, required competency):**

UNY 801: Reading & Writing Across Content Areas

CURI 6523: Reading Across the Curriculum (*was previously EDU 661110*)

- **Literacy: Teaching Literacy Skills Methods (for certificate titles that require 6 credits in literacy)**

UNY 717: Beginning Reading, Grades PreK-2

UNY 802: Enhancing Literacy for All Students

# CERTIFICATION COURSES

**RDG 663:** Creating a Balanced Reading & Writing Program

**EDV 420:** VESi-Reading Fundamentals #3 The Elements of Effective Reading Instruction & Assessment (Undergraduate credit)

- **Literacy: Teaching Literacy Skills (for certificate titles that require 6 credits in literacy)**

**UNY 728:** Writing as Learning

**UNY 801:** Reading & Writing Across Content Areas

**CURI 6523:** Reading Across the Curriculum (*was previously EDU 661110*)

- **Middle Childhood Developmental Level, Grades 5-9, Pedagogical Core**

**EDC 679:** Middle Level Education: Foundations for Middle Years

**EDC 680:** Middle Level Education: Curriculum, Instruction, and Assessment

**EDC 686:** Increasing Middle Level Math

- **Professional Certification, Applicable to 12 Credits in Content - Math**

**EDC 686:** Increasing Middle Level Math

- **School Counseling (for the 60 credits required for permanent certification)**

**EDU 671:** Encouraging Student Responsibility and Discipline

**EDU 691:** Successful Teaching for Acceptance of Responsibility

**UNY 704 & EDN 663:** Building Communication and Teamwork in Schools

**CURI 6515, UNY 701 & EDN 660:** Designing Motivation for All Learners (*was previously EDU 661127*)

**UNY 678:** Proactive Strategies for All Students

**UNY 714:** Brain Compatible Learning

**UNY 729:** Inclusion: Education for All, PreK-12

**SED 661:** Cooperative Learning Students with Special Needs

**CURI 6503 & UNY 705:** Brain Based Ways We Think and Learn (*was previously EDU 661129*)

**SED 672:** Multiple Intelligences: Theory and Practice

**UNY 807:** Applied Behavior Analysis

**UNY 811:** Cultural Proficiency

**UNY 812:** Autism Spectrum Disorder

**UNY 809:** Cyber-Bullying

**UNY 706:** Creative Controversy

**CURI 6506 & UNY 824:** Bullying: Preventing the Problem (*was previously EDU 661100*)

**CURI 6524:** Using Response to Intervention for School Improvement (*was previously EDU 661107*)

**CURI 6505:** Building Positive Connections with Diverse Families and Communities (*was previously EDU 661101*)

**UNY 825:** Teaching Through Learning Channels

**CURI 6528:** The 21st Century Classroom (*was previously EDU 661109*)

**UNY 823:** Teaching Students to be Peacemakers

**EDV 660:** Understanding Aggression

**EDV 525:** Drugs & Alcohol in Schools: Understanding Substance Abuse and Use

**EDV 555:** Harassment, Bullying and Cyber-Intimidation

**EDV 650:** Traumatized Child: The Effects of Stress, Trauma & Violence on Student Learning

**CURI 6500:** Activating a Motivated and Engaged Brain: The SEEKING System (*was previously EDU 661118*)

# CERTIFICATION COURSES

**CURI 6526:** Social-Emotional Learning: A New Approach (*was previously EDU 661119*)

- **Teaching Students with Disabilities and Special Health Care Needs**

**ED 210:** Introduction to Exceptionalities (Undergraduate Credit)

- **TESOL: Methods of Teaching English to Speakers of Other Languages**

**EDUC 505:** Teaching English as a Second Language

*These NYSUT Education & Learning Trust (ELT) courses are approved by the New York State Education Dept. Office of Teaching Initiatives as fulfilling certification requirements for specific certification titles and competency areas. Students must take the courses for college credit for certification purposes as the state does not accept in-service courses for certification.*

*Beyond the courses listed above, NYSUT ELT cannot advise you as to which courses you should take to fulfill your specific certification requirements. NYSUT Education & Learning Trust recommends that individuals seeking to fulfill specific certification competency areas **NOT** identified on this list consult the state's guidance at <http://www.highered.nysed.gov/tcert/cwksatisfyunmetreq.html> when selecting courses to fulfill certification requirements.*

*Effective 12/31/13, individuals submitting certificate applications to the state are required to complete six clock hours of coursework or training in the Dignity Act in accordance with Article 2 Sections 10-18 of the Education Law. This training is available only from a provider approved by the New York State Education Department.*

*Individuals pursuing their first teaching certificate should complete a registered program at an accredited NYS university or college.*

*Note: Effective September 2018, courses carrying SUNY Empire State College credit will have new course numbers due to changes with the college's registration system.*



# ONLINE COURSES

## ONLINE, IN-DEPTH LEARNING EXPERIENCES FOR EDUCATORS AT ALL LEVELS

NYSUT Education & Learning Trust uses the Moodle platform to deliver its online courses. Participants will have 8 or 10 weeks (depending on course) to complete their course(s) and should log in daily to review and post their assignments. Incompletes cannot be granted for online courses. **Log-in information will be emailed directly to participants on the course starting date.** Email addresses that change after the registration deadline should be emailed to [eltmoodle@nysutmail.org](mailto:eltmoodle@nysutmail.org) to ensure receipt of log-in info.

Courses will run in two sessions:

### 8 WEEK COURSES:

Session I: 9/10-11/2/18 (registration deadline is 9/5/18)

Session II: 10/15-12/7/18 (registration deadline is 10/10/18)

### 10 WEEK COURSES:

Session I: 9/10-11/16/18 (registration deadline is 9/5/18)

Session II: 10/15-12/21/18 (registration deadline is 10/10/18)

Participants will purchase the Required Text(s) for online courses via their own personal, favorite bookstore. Please see Course Descriptions located at the back of this catalog. For required text(s) or visit us at [elt.nysut.org](http://elt.nysut.org). Students are required to have the proper text(s)\*\* by the class start date.

## 8 WEEK COURSES 9/10-11/2/18 OR 10/15-12/7/18

### READING ACROSS THE CURRICULUM\*

CURI 6523: SUNY Empire State College (*was previously EDU 661110*)

### SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY®\*

EDU 691 The College of Saint Rose

### TEACHING THROUGH LEARNING CHANNELS\*

UNY 825 Adelphi University

## 10 WEEK COURSES 9/10-11/16/18 OR 10/15-12/21/18

### ADOLESCENT DEVELOPMENT GRADES 7-12\*

CURI 6501: SUNY Empire State College (*was previously EDU 661117*)

### ADOLESCENT LITERACY GRADES 7-12\*

CURI 6502: SUNY Empire State College (*was previously EDU 661120*)

### APPLIED BEHAVIOR ANALYSIS\*

UNY 807 Adelphi University

### APPROACHES TO LITERACY INSTRUCTION IN EARLY CHILDHOOD THROUGH ADOLESCENCE

EDUC 507 Mercy College

### ASSESSMENT FOR STUDENT LEARNING

EDU 678 The College of Saint Rose

### BEGINNING READING Grades Pre K-2\*

UNY 717 Adelphi University

# ONLINE COURSES

## 10 WEEK COURSES 9/10-11/16/18 OR 10/15-12/21/18 *continued*

### **BUILDING MATHEMATICAL UNDERSTANDING FOR GRADES 3-5\***

CURI 6504: SUNY Empire State College *(was previously EDU 661116)*

### **BUILDING POSITIVE CONNECTIONS WITH DIVERSE FAMILIES AND COMMUNITIES\***

CURI 6505: SUNY Empire State College *(was previously EDU 661101)*

### **BULLYING: PREVENTING THE PROBLEM\***

CURI 6506: SUNY Empire State College *(was previously EDU 661100)*

### **COOPERATIVE LEARNING FOR STUDENTS WITH SPECIAL NEEDS\***

SED 661 The College of Saint Rose

### **CREATIVE CONTROVERSY\***

UNY 706 Adelphi University

### **CURRICULAR ASSESSMENT AND BEHAVIOR MANAGEMENT FOR STUDENTS WITH DISABILITIES\***

EDUC 516M Mercy College

### **CYBERBULLYING: THE NEW AGE OF HARASSMENT\***

UNY 809 Adelphi University

### **DEVELOPING INNOVATORS AND INNOVATION SKILLS**

CURI 6516 SUNY Empire State College *(was previously EDU 661113)*

### **DIMENSIONS OF LEARNING AND LITERACY**

EDUC 648 Mercy College

### **ENCOURAGING STUDENT RESPONSIBILITY & DISCIPLINE\***

EDU 671 The College of Saint Rose

### **EXCEPTIONALITIES: INDIVIDUALIZING LEARNING**

EDUC 6015 SUNY Empire State College

### **INCLUSION: EDUCATION FOR ALL K-12\***

UNY 729 Adelphi University

### **INCREASING MIDDLE LEVEL MATH\***

EDC 686 The College of Saint Rose

### **INSTRUCTIONAL PLANNING, STRATEGIC TEACHING**

CURI 6519 SUNY Empire State College *(was previously EDU 661114)*

### **INTEGRATED CO-TEACHING: STRATEGIES ENHANCING STUDENT ACHIEVEMENT**

CURI 6520 SUNY Empire State College *(was previously EDU 661102)*

### **INTRODUCTION TO EARLY CHILDHOOD EDUCATION\***

EDUC 513M Mercy College

### **INTRODUCTION TO HISTORY OF SPECIAL EDUCATION LAW**

SPEd 6005 SUNY Empire State College

### **LEARNING TECHNOLOGY ACROSS THE ENGLISH LANGUAGE ARTS CURRICULUM**

EDUC 573 Mercy College

# ONLINE COURSES

## 10 WEEK COURSES 9/10-11/16/18 OR 10/15-12/21/18 *continued*

### **LITERACY INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

**EDUC 561M** Mercy College

### **LITERACY INSTRUCTION IN THE ELEMENTARY CLASSROOM\***

**CURI 6521** SUNY Empire State College *(was previously EDU 661115)*

### **MATH MADE MEANINGFUL**

**EDC 663** The College of Saint Rose

### **MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH**

**CURI 6522** SUNY Empire State College *(was previously EDU 661111)*

### **METHODS & MATERIALS FOR STUDENTS WITH DISABILITIES\***

**EDUC 503M** Mercy College

### **MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION and ASSESSMENT\***

**EDC 680** The College of Saint Rose

### **MIDDLE LEVEL EDUCATION: FOUNDATIONS FOR THE MIDDLE YEARS\***

**EDC 679** The College of Saint Rose

### **MULTIPLE INTELLIGENCES: THEORY & PRACTICE\***

**SED 672** The College of Saint Rose

### **READING AND WRITING ACROSS THE CONTENT AREAS\***

**UNY 801** Adelphi University

### **TEACHING ENGLISH AS A SECOND LANGUAGE\***

**EDUC 505** Mercy College

### **THE 21ST CENTURY CLASSROOM: HOW PROBLEM-BASED LEARNING WITH TECHNOLOGY CAN TRANSFORM STUDENT LEARNING IN THE DIGITAL AGE\***

**CURI 6528** SUNY Empire State College *(was previously EDU 661109)*

### **THEORY AND PRACTICE OF BILINGUAL EDUCATION**

**EDUC 508** Mercy College

### **THE ROLE OF DATA, ASSESSMENTS AND INSTRUCTION TO RAISE STUDENT ACHIEVEMENT**

**CURI 6529** SUNY Empire State College *(was previously EDU 661104)*

### **THE TEACHING OF WRITING AND THE WRITING PROCESS**

**EDUC 590M** Mercy College

### **USING RTI FOR SCHOOL IMPROVEMENT\***

**CURI 6524** SUNY Empire State College *(was previously EDU 661107)*

# VESi ONLINE COURSES

## VESi ONLINE COURSES

NYSUT Education & Learning Trust has partnered with Virtual Education Software (VESi) to offer you convenient, relevant and affordable computer-based training courses and are available only as an online download. **Participants have a minimum of two weeks and a maximum of 1 year to complete the course.** Course materials will be sent directly from VESi. It is the responsibility of the student to check with their district and/or academic institution for applicability to a particular program and/or credit approval. No refunds once the materials have been sent. **These courses are available to NYSUT members only.**

*Online Requirement: Requires, reliable/stable high speed internet connection.*

## UNDERGRADUATE COURSES

**Students must obtain an overall score of 74% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass the course.**

### **ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS**

EDV 300 Medaille College –2 credits

### **ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING**

EDV 305 Medaille College – 2 credits

### **AUTISM & ASPERGER'S DISORDER**

EDV 306 Medaille College – 2 credits

### **BEHAVIOR IS LANGUAGE**

EDV 315 Medaille College – 3 credits

### **CHILD ABUSE**

EDV 307 Medaille College – 2 credits

### **DRUGS & ALCOHOL IN SCHOOLS**

EDV 325 Medaille College – 2 credits

### **EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM**

EDV 350 Medaille College – 2 credits

### **HARASSMENT, BULLYING & CYBER-INTIMIDATIONS IN SCHOOLS**

EDV 355 Medaille College – 2 credits

### **INCLUSION: WORKING WITH STUDENTS WITH SPECIAL NEEDS IN GENERAL EDUCATION CLASSROOMS**

EDV 400 Medaille College – 2 credits

### **INFANT & TODDLER MENTAL HEALTH: ISSUES & INFORMATION FOR EDUCATORS**

EDV 401 Medaille College – 2 credits

### **LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER**

EDV 410 Medaille College – 3 credits

### **READING & WRITING CONTENT AREA**

EDV 415 Medaille College – 2 credits

# VESi ONLINE COURSES

## UNDERGRADUATE COURSES

### **READING FUNDAMENTALS #1: AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH**

**EDV 416 Medaille College – 2 credits**

### **READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION**

**EDV 417 Medaille College – 2 credits**

### **READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT**

**EDV 420 Medaille College – 3 credits**

### **RESPONSE TO INTERVENTION: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER**

**EDV 480 Medaille College – 3 credits**

### **SIX TRAITS OF WRITING MODEL: TEACHING & ASSESSING**

**EDV 425 Medaille College – 2 credits**

### **TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS**

**EDV 418 Medaille College – 2 credits**

### **TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM**

**EDV 419 Medaille College – 2 credits**

### **TEACHING ELEMENTARY MATH CONCEPTUALLY: A NEW PARADIGM**

**EDV 440 Medaille College – 2 credits**

### **TEACHING SECONDARY MATH CONCEPTUALLY: MEETING MATHEMATICS STANDARDS**

**EDV 445 Medaille College – 3 credits**

### **TRAUMATIZED CHILD: THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING**

**EDV 450 Medaille College – 2 credits**

### **TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM**

**EDV 455 Medaille College – 3 credits**

### **UNDERSTANDING AGGRESSION: COPING WITH AGGRESSIVE BEHAVIOR IN THE CLASSROOM**

**EDV 460 Medaille College – 3 credits**

### **UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS**

**EDV 465 Medaille College – 3 credits**

### **VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES**

**EDV 470 Medaille College – 2 credits**

### **WHY DI?: AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION**

**EDV 475 Medaille College – 3 credits**



# VESi ONLINE COURSES

## GRADUATE COURSES

*Students must obtain an overall score of 74% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass the course.*

### **ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS**

EDV 500 Medaille College – 2 credits

### **ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING**

EDV 505 Medaille College – 2 credits

### **AUTISM & ASPERGER'S DISORDER**

EDV 506 Medaille College – 2 credits

### **BEHAVIOR IS LANGUAGE**

EDV 515 Medaille College – 3 credits

### **CHILD ABUSE**

EDV 507 Medaille College – 2 credits

### **DRUGS & ALCOHOL IN SCHOOLS: UNDERSTANDING SUBSTANCE USE & ABUSE\***

EDV 525 Medaille College – 2 credits

### **EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM**

EDV 550 Medaille College – 2 credits

### **HARASSMENT, BULLYING & CYBER-INTIMIDATION\***

EDV 555 Medaille College – 2 credits

### **INCLUSION: WORKING WITH STUDENTS WITH SPECIAL NEEDS IN GENERAL EDUCATION CLASSROOMS**

EDV 600 Medaille College – 2 credits

### **INFANT & TODDLER MENTAL HEALTH: ISSUES & INFORMATION FOR EDUCATORS**

EDV 601 Medaille College – 2 credits

### **LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER**

EDV 610 Medaille College – 3 credits

### **READING & WRITING IN CONTENT AREA**

EDV 615 Medaille College – 2 credits

### **READING FUNDAMENTALS #1: AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH**

EDV 616 Medaille College – 2 credits

### **READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION**

EDV 617 Medaille College – 2 credits

# VESi ONLINE COURSES

## GRADUATE COURSES

### **READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT**

**EDV 620 Medaille College – 3 credits**

### **SIX TRAITS OF WRITING MODEL: TEACHING & ASSESSING**

**EDV 625 Medaille College – 2 credits**

### **TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS**

**EDV 618 Medaille College – 2 credits**

### **TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM**

**EDV 619 Medaille College – 2 credits**

### **TEACHING ELEMENTARY MATH CONCEPTUALLY**

**EDV 640 Medaille College – 2 credits**

### **TEACHING SECONDARY MATH CONCEPTUALLY: MEETING MATHEMATICS STANDARDS**

**EDV 645 Medaille College – 3 credits**

### **TRAUMATIZED CHILD: THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING\***

**EDV 650 Medaille College – 2 credits**

### **TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM**

**EDV 655 Medaille College – 3 credits**

### **UNDERSTANDING AGGRESSION\***

**EDV 660 Medaille College – 3 credits**

### **UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS**

**EDV 665 Medaille College – 3 credits**

### **VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES**

**EDV 670 Medaille College – 2 credits**

### **WHY DI? AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION**

**EDV 675 Medaille College – 3 credits**

# MERCY COLLEGE MASTER'S DEGREE PROGRAM

## LITERACY MASTER'S DEGREE

The NYSUT Education & Learning Trust (ELT) and Mercy College have partnered to deliver an online graduate education program to NYSUT members with flexible schedules at an affordable cost. NYSUT members can obtain a graduate degree and fulfill state certification requirements online. You do not need to be located within miles of a Mercy campus. Now all members across the state can take advantage of this opportunity!

## PARTNERSHIP OVERVIEW

ELT courses are offered online so students can complete 5 courses in a few semesters or spread them over a longer period of time. Students register for NYSUT courses online at [elt.nysut.org](http://elt.nysut.org).

*\*After completing up to 5 courses with NYSUT with a B or better average, students formally apply to the college for matriculation into one of the partnership programs. These courses are available to NYSUT members pursuing a Master's degree program as well as those members interested in individual courses only (i.e., not pursuing the full degree program).*

**NOTE:** Only 5 NYSUT ELT courses can be applied to a Master's partnership program with Mercy College (2 for Advanced Certificate). The remaining courses are taken online through Mercy. Ten (10) hours Field Work is required. If completing Field Work, a Taskstream account is required.

\*Please visit the Mercy College web site at [www.mercy.edu](http://www.mercy.edu) or contact the Mercy College faculty identified in the Key Contact Information sections on our website at [elt.nysut.org](http://elt.nysut.org) for more detailed information for each of the degree programs and certifications offered.

## TEACHING LITERACY PROGRAM

This program leads to NYS certification in Literacy Birth - Grade 6 and Literacy Grades 5- 12 and requires 33 total credits. Applicants to the program are required to possess an initial teaching certificate.

## NYSUT CORE COURSES

- **EDUC 507:** Approaches to Literacy Instruction in Early Childhood through Adolescence including Students with Disabilities
- **EDUC 561:** Literacy Instruction for Students with Special Needs
- **EDUC 590:** The Teaching of the Writing Process
- **EDUC 573:** Learning Technology Across the English Language Arts
- **EDUC 648:** Dimensions of Learning and Literacy

**IMPORTANT INFORMATION** Students are NOT eligible to register for a Mercy sponsored course through NYSUT ELT or UFT if:

- they have already completed 15 Mercy College credits through NYSUT ELT or UFT;
- they are currently enrolled in a Mercy College degree or Advanced Certificate Program;
- they are on a financial hold with Mercy College, or they were academically dismissed by Mercy College

ELT is not responsible for reimbursement of tuition for students who register for any Mercy courses if they meet any of the above criteria.

**Be mindful:** New York State regulation (effective Fall of 2016) requires that all graduate schools of education use a standardized test as part of the admission process. If you are planning to matriculate into a Graduate Education Program, you will have to take the Graduate Record Examination (GRE) in order to meet this new regulation.

# MERCY COLLEGE ADVANCED CERTIFICATE PROGRAM

## ADVANCED CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (15 CREDITS)

Applicants to the program are required to possess a master's degree and NYS teaching certificate other than TESOL, and provide documentation of 12 credits in a language other than English. The NYS certification in ESOL requirements include successful completion of the Content Specialty Test in ESOL, training for the Dignity for All Students Act (DASA), and participation in a 20-day clinical practice experience teaching ESL to ELLs.

### NYSUT ELT CORE COURSES

- **EDUC 505:** Teaching English as a Second Language (3 credits)

### MERCY COURSES

- **EDUC 504:** Cultural Perspectives Teaching and the Learning Process (3 credits)
- **EDUC 629:** Modern English Structure and the Teaching of English as a Second Language (3 credits)
- **EDUC 636:** (Pre-requisite for EDUC 707) Methods and Materials of Teaching English as a Second Language (3 credits)
- **EDUC 707:** Mentoring Seminar in TESOL (3 credits)

\*After completing NYSUT core course(s) with a grade of B or above, students formally apply to Mercy College for matriculation in order to complete remaining requirements.

**IMPORTANT INFORMATION** Students are NOT eligible to register for a Mercy sponsored course through NYSUT ELT or UFT if:

- they have already completed 15 Mercy College credits through NYSUT ELT or UFT
- they are currently enrolled in a Mercy College degree or Advanced Certificate Program
- they are on a financial hold with Mercy College OR
- they were academically dismissed by Mercy College

**ELT is not responsible for reimbursement of tuition for students who register for any Mercy courses if they meet any of the above criteria.**

NYSUT ELT is an approved provider of [DASA training](#). Please contact us for more information.

See our website at [elt.nysut.org](http://elt.nysut.org) for NYSUT/Mercy College TESOL and Bilingual Program Information flyer and Frequently Asked Questions

For information on Supplementary Certification in TESOL, view [NYSUT's Fact Sheet 16-04: Requirements for Supplementary Certificates for Teaching English Language Learners in NYS](#).

**Be mindful: New York State regulation (effective Fall of 2016) requires that all graduate schools of education require a 3.0 GPA (undergraduate) in their admissions criteria, and use a standardized test as part of the admission process. If you are planning to matriculate into a Graduate Education Program, you will have to take the Graduate Record Examination (GRE) or another test as indicated by the college you apply to.**

**As of May 2018, current certified teachers or educational leaders who already hold a graduate degree are exempt from taking the standardized test. To become exempt it may be necessary to apply for a waiver through the admissions. Waivers may also be available for the 3.0 GPA requirement. Ask your admissions officer for more information about these policies.**







## **ONSITE COURSES BY REGION:**

### **CAPITAL DISTRICT / LOWER AND MID-HUDSON**

#### **CAPITAL DISTRICT**

##### **THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES**

###### **CULTURALLY RESPONSIVE TEACHING WITH DIVERSE LEARNERS**

**CURI 6514 SUNY Empire State College**

*Plattsburgh-North Country Teacher Resource Center*

Jodi LaRock

9/29,30; 10/6,7,8; Sat.; Sun. & Mon.; 8:30-5:30

#### **LOWER AND MID-HUDSON**

##### **THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES**

###### **BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)**

**UNY 707 Adelphi University**

*Harrison-Berlanti Building*

Donna McInerney

10/6,7,8,13,14; Sat.; Sun.; Mon.; 8:00-5:00

\$45 site fee to be collected at first class session

###### **CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS**

**UNY 703 Adelphi University**

*Harrison-Berlanti Building*

Donna McInerney

11/10,11,12,17,18; Sat.; Sun.; Mon.; 8:00-5:00

\$45 site fee to be collected at first class session

###### **COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE**

**CURI 6508 SUNY Empire State College**

*Yorktown Heights-Yorktown BOCES*

(Spon. by Hudson River Teacher's Center)

David Fritz

9/26,29; 10/20; 11/3,28; 12/1; Wed.; 4:00-8:30 & Sat.; 8:00-5:00

\$40 site fee to be collected by teacher center

###### **CREATING THE DYNAMIC CLASSROOM ENVIRONMENT (NEW!)**

**CURI 6560 SUNY Empire State College**

*Yorktown Heights-Yorktown BOCES*

(Spon. by Hudson River Teacher's Center)

Tricia Calise

10/23,25,30; 11/1,3,6,8,13,15; Tues. & Thurs.; 4:00-8:30 & Sat.; 8:00-5:00

\$40 site fee to be collected by teacher center

## ONSITE COURSES BY REGION:

### LOWER AND MID-HUDSON / LONG ISLAND NASSAU

#### LOWER AND MID-HUDSON

##### PROFESSIONAL LEARNING FOR TEACHER EFFECTIVENESS (PLTE) NEW!

CURI 6564 SUNY Empire State College

*West Nyack-Rockland BOCES (Building 10)*

Christopher Conti

10/1,3,10,15,17,22,24,29,31; 11/5; Mon. & Wed.; 4:00-8:30

\$55 site fee to be collected by Rockland BOCES

##### TEACHING THROUGH LEARNING CHANNELS\*

UNY 825 Adelphi University

*Yorktown Heights-Yorktown BOCES (School Services Bldg.)*

(Spon. by Hudson River Teacher's Center)

Jim Desimone

10/16,20,23,30; 11/3,6,13,20; Tues.; 4:15-8:45 & Sat.; 8:00-5:00

\$40 site fee to be collected by teacher center

#### LONG ISLAND NASSAU

##### THREE GRADUATE CREDIT OR 15-HOUR INSERVICE COURSES

##### CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS

UNY 703 Adelphi University

*North Massapequa-Plainedge High School*

(Spon. by Plainedge Teacher Center)

Randi Azar

9/15,16, 22,23,29; Sat. & Sun.; 8:30-5:30

\$30 site fee to be collected by teacher center

*Massapequa-Fairfield Elementary School (Room 12)*

(Spon. by M-TRACT)

Dominick Genovese

9/29; 10/6,13,20,27; Sat.; 8:30-5:30

\$30 site fee collected by teacher center

##### CREATIVE CONTROVERSY\*

UNY 706 Adelphi University

*Garden City-Adelphi University*

Kathryn Travers

12/7,8,9,14,15,16; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

##### CRITICAL AND CREATIVE THINKERS FOR A GLOBAL AGE

CURI 6513 SUNY Empire State College

*North Massapequa-Plainedge High School*

(Spon. by Plainedge Teacher Center)

Randi Azar

9/30; 10/6,7,8,13; Sat.; Sun.; Mon.; 8:30-5:30

**LONG ISLAND NASSAU****CREATING THE DYNAMIC CLASSROOM ENVIRONMENT (NEW!)****CURI 6560 SUNY Empire State College*****Bellmore-John F. Kennedy High School***

Franca Fiorentino

11/3,5,10,17,18,19; Sat. &amp; Sun.; 8:00-5:00; Mon.; 4:00-8:30

**CULTURALLY RESPONSIVE TEACHING WITH DIVERSE LEARNERS****CURI 6514 SUNY Empire State College*****Bellmore-John F. Kennedy High School***

Franca Fiorentino

12/1,2,8,9,15; Sat. &amp; Sun.; 8:00-5:00

**CURRICULAR ASSESSMENT AND BEHAVIOR MANAGEMENT FOR STUDENTS WITH DISABILITIES\*****EDU 516M Mercy College*****Farmingdale-Howitt Middle School (Fiction Room)***

(Spon. by the Farmingdale Teachers Center)

Trish Burr

9/17,20,22,24,27,29; 10/1,4; Mon. &amp; Thurs.; 3:45-8:15 &amp; Sat.; 8:00-5:00

**DEVELOPING INNOVATORS AND INNOVATION SKILLS****UNY 827 Adelphi University*****Garden City-Adelphi University***

Kathryn Travers

10/5,6,7,12,13,14; Fri.; 4:00-8:30; Sat. &amp; Sun.; 8:00-5:00

**EXCEPTIONALITIES: INDIVIDUALIZED LEARNING (NEW!)****EDUC 6015 SUNY Empire State College*****Baldwin High School***

(Spon. by the Baldwin Teachers Center)

Trish Burr

11/10,17; 12/1,8,15; Sat.; 8:00-5:00

\$30 fee to be collected by teacher center

**LONG ISLAND NASSAU****MAKING THINKING VISIBLE IN THE CLASSROOM (NEW!)****CURI 6562 SUNY Empire State College***Alfred G. Berner Middle School (Room 324)*

Kira Martelli

9/20,27; 10/4,11,18,25; 11/1,8,15,29; Thurs.; 4:00-8:30

*Levittown Memorial Education Center (Room 420)*

Judy Bauer

10/9,11,16,18,23,25,30; 11/1,6,8; Tues. &amp; Thurs.; 4:00-8:30

*East Meadow-Woodland Middle School (Library)*

Judy Bauer

10/19,20,26,27; 11/2,3,9; Fri.; 4:00-8:30 &amp; Sat.; 8:00-5:00

**MAKING THINKING VISIBLE IN THE CLASSROOM (NEW!)****UNY 708 Adelphi University***Garden City-Adelphi University*

Alison Gallina

10/19,20,21,26,27,28; Fri.; 4:00-8:30; Sat. &amp; Sun.; 8:00-5:00

**PROFESSIONAL LEARNING FOR TEACHER EFFECTIVENESS (PLTE)(NEW!)****UNY 710 Adelphi University***Hempstead Classroom Teacher's Association Office*

(Spon. by the HCTA)

Carol Davis

9/29; 10/6,27; 11/3,10; Sat.; 8:30-5:30

**PROFESSIONAL LEARNING FOR TEACHER EFFECTIVENESS (PLTE)(NEW!)****CURI 6564 SUNY Empire State College***North Massapequa-Plainedge High School*

(Spon. by Plainedge Teacher Center)

Randi Azar

10/14,20,21,27,28; Sat. &amp; Sun.; 8:30-5:30

**SOCIAL EMOTIONAL LEARNING: A NEW APPROACH\*****CURI 6526 SUNY Empire State College***Farmingdale-Howitt Middle School (Fiction Room)*

(Spon. by the Farmingdale Teachers Center)

Trish Burr

10/13,15,18,20,22,25,27; Mon. &amp; Thurs.; 3:45-8:15 &amp; Sat.; 8:00-5:00

## ONSITE COURSES BY REGION:

### LONG ISLAND NASSAU / LONG ISLAND SUFFOLK

#### LONG ISLAND NASSAU

##### STRATEGIES FOR THE INCLUSIVE CLASSROOM

UNY 826 Adelphi University

*North Massapequa-Plainedge High School*

(Spon. by Plainedge Teacher Center)

Randi Azar

11/3,4,10,11,17; Sat. & Sun.; 8:30-5:30

##### STUDENT ENGAGEMENT AND STANDARDS-BASED LEARNING

CURI 6527 SUNY Empire State College

*North Massapequa-Plainedge High School*

(Spon. by Plainedge Teacher Center)

Randi Azar

11/18; 12/8,9,15,16; Sat. & Sun.; 8:30-5:30

##### WRITING AS LEARNING

UNY 728 Adelphi University

*Garden City-Adelphi University*

Kathryn Travers

9/14,15,16,21,22, 23; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

*Garden City-Adelphi University*

Kathryn Travers

11/2,3,4,9,10,11; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

#### LONG ISLAND SUFFOLK

##### THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

##### ACTIVATING A MOTIVATED AND ENGAGED BRAIN: THE SEEKING SYSTEM\*

CURI 6500 SUNY Empire State College

*Hauppauge-NYSUT Suffolk Regional Office*

Christina Eannuzzi

10/6,7,8,13,14; Sat.; Sun.; Mon.; 8:00-5:00

##### DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOL

CURI 6517 SUNY Empire State College

*East Setauket-Ward Melville High School (Room 413)*

Amy Cusumano

10/12,19,20,26,27; 11/2,3; Fri.; 4:30-9:00 & 8:00-5:00



**LONG ISLAND SUFFOLK**

**MAKING THINKING VISIBLE IN THE CLASSROOM (NEW!)**

**UNY 708 Adelphi University**

*Hauppauge-Adelphi Campus in Hauppauge & NYSUT Suffolk Regional Office*

Patricia Mastrandrea

9/29,30; 10/20,21 & 11/17; Sat. & Sun.; 8:00-5:00

Saturday's sessions held at the Adelphi Campus in Hauppauge

Sunday's sessions at the NYSUT Regional Office

**PROFESSIONAL LEARNING FOR TEACHER EFFECTIVENESS (PLTE)(NEW!)**

**CURI 6564 SUNY Empire State College**

*Selden-Middle Country Teachers Assoc.*

Karen Palmerini

9/21,22,28,29; 10/12,13,20; Fri.; 4:00-8:00; Sat.; 9:00-6:00 (10/20 will run 9:00-3:00)

*Hauppauge-NYSUT Suffolk Regional Office*

Christina Eannuzzi

11/10,11,12,17,18; Sat.; Sun.; Mon.; 8:00-5:00

**STUDENT ENGAGEMENT & STANDARDS-BASED LEARNING**

**CURI 6527 SUNY Empire State College**

*Islip Terrace-East Islip High School*

Patricia Mastrandrea

10/13,27; 11/3; 12/1,8; Sat.; 8:00-5:00

**WRITING AS LEARNING K-12\***

**CURI 6566 SUNY Empire State College**

*Huntington Station-Walt Whitman HS*

(Spon. by South Huntington EC)

Barbara Luna

9/29; 10/12,13,19,20; 11/3; Fri.; 4:00-8:30 & Sat.; 8:00-5:00

**UTICA**

**THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES**

**WRITING AS LEARNING**

**UNY 728 ADELPHI UNIVERSITY**

*New Hartford-NYSUT Utica Regional Office*

Lorna DeSantis

9/15,22,29; 10/13,20; Sat.; 8:00-5:00

**SYRACUSE**

**THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES**

**MAKING THINKING VISIBLE IN THE CLASSROOM (NEW!)**

**UNY 708 Adelphi University**

*Syracuse-NYSUT Regional Office*

Fred Haag

9/22,29; 10/6,13,20; Sat.; 8:00-5:00

*Syracuse-NYSUT Regional Office*

Fred Haag

10/27; 11/3,10,17; 12/1; Sat.; 8:00-5:00

**PROFESSIONAL LEARNING FOR TEACHER EFFECTIVENESS (PLTE) “(NEW!)”**

**CURI 6564 SUNY Empire State College**

*Holland Patent Middle School (Room 205)*

(Spon. by the Holland Patent Teacher Center)

Anna Giacobbe

9/24; 10/1,15,22,29; 11/5,19,26; 12/3,10; Mon.; 3:30-8:00

*Syracuse-NYSUT Syracuse Regional Office*

Anna Giacobbe

9/30; 10/14,21,28; 11/4; Sun.; 8:00-5:00

**WESTERN NY**

**THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES**

**COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE**

**CURI 6508 SUNY Empire State College**

*Williamsville-NYSUT Regional Office*

Heather Palmer Hall

9/21,22,23,28,29,30; Fri.; 4:30-9:00 & Sat.-Sun.; 8:00-5:00

**CREATIVE CONTROVERSY\***

**UNY 706 ADELPHI UNIVERSITY**

*Williamsville-NYSUT Regional Office*

Michele Amoia

10/23,25,30; 11/1,7,9,10,11; Tues.; Wed.; Thurs.; Fri.; 4:00-8:30 & Sat.-Sun.; 8:00-5:00

**CREATING THE DYNAMIC CLASSROOM ENVIRONMENT (NEW!)**

**CURI 6560 SUNY EMPIRE STATE COLLEGE**

*Williamsville-NYSUT Regional Office*

Mary Galac

10/12,13,14,26,27,28; Fri.; 4:00-8:30 & Sat.-Sun.; 8:00-5:00

**MAKING THINKING VISIBLE IN THE CLASSROOM (NEW!)**

**CURI 6562 SUNY EMPIRE STATE COLLEGE**

*Williamsville-NYSUT Regional Office*

Rene Brock

11/30; 12/1,2,14,15,16; Fri.; 4:00-8:30 & Sat.-Sun.; 8:00-5:00

**SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (STAR)\***

**EDU 691 THE COLLEGE OF SAINT ROSE**

*Williamsville-NYSUT Regional Office*

David Lowrey

10/5,6,7,19,20,21; 4:00-8:30 & Sat.-Sun.; 8:00-5:00

# COURSE DESCRIPTIONS

## ONE GRADUATE CREDITS

---

### EMBEDDING STUDY SKILLS

#### **EDC 683 The College of Saint Rose**

This course is available for all grade levels and helps participants focus attention on study skills as basic skills; understand the need to organize the teaching of study skills; and actively involve students in their own learning. **1 Graduate Credit.** *Teaching Standards I, II, III*

**Two Required Text(s):** Learning to Learn: Strengthening Study Skills and Brain Power, ISBN #9780865306073 & a Participant Manual available as a download in Frontline.

## TWO GRADUATE CREDITS

---

### ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS

#### **EDV 500 Medaille College – Online Course Available to NYSUT Members Only**

Learn behavioral interventions with an emphasis on teaching students how to change and manage their own behavior. **2 graduate credits.** *Teaching Standards IV*

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

### ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING

#### **EDV 505 Medaille College – Online Course Available to NYSUT Members Only**

Explore the history of ADD and currently accepted methods to assess and identify students with the disorder. **2 graduate credits.** *Teaching Standards I*

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

### AUTISM & ASPERGER'S DISORDER

#### **EDV 506 Medaille College – Online Course Available to NYSUT Members Only**

Understand the behavior and develop effective coping

strategies for individual and educator.

**2 graduate credits.** *Teaching Standards I, III, IV*

**Required Text:** Included in the cost of tuition.

Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

### CHILD ABUSE

#### **EDV 507 Medaille College – Online Course Available to NYSUT Members Only**

Identify and assist students affected by child abuse and/or neglect. **2 graduate credits.** *Teaching Standards I, IV*

**Required Text:** Included in the cost of tuition.

Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

### DRUGS & ALCOHOL IN SCHOOLS: UNDERSTANDING SUBSTANCE USE & ABUSE\*

#### **EDV 525 Medaille College – Online Course Available to NYSUT Members Only**

Learn and understand how alcohol and drugs affect students in the classroom. **2 graduate credits.** *Teaching Standards I, IV*

**Required Text:** Included in the cost of tuition.

Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

### EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM

#### **EDV 550 Medaille College – Online Course Available to NYSUT Members Only**

This course is designed to further develop the attitudes, knowledge, and conceptual and technical skills required by teachers to help them identify the educational goals of students and to select or design and implement relevant, meaningful, and beneficial instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. **2 graduate credits.**

*Teaching Standards V*

# COURSE DESCRIPTIONS

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## HARASSMENT, BULLYING & CYBER-INTIMIDATION\*

**EDV 555 Medaille College – Online Course Available to NYSUT Members Only**

Explore preventative strategies as well as how to address bullying issues when they occur. **2 graduate credits. Teaching Standards IV, VI**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## INCLUSION: WORKING WITH STUDENTS WITH SPECIAL NEEDS IN GENERAL EDUCATION CLASSROOMS

**EDV 600 Medaille College – Online Course Available to NYSUT Members Only**

This course was written to help teachers understand concepts and terms related to educating students in inclusive classrooms. The course also helps teachers learn about the continuum of placements school systems can use in providing special education and related services to students with disabilities. Information discussed is also designed to help you understand the federal definition of students entitled to special education services, as well as procedures you can use in determining whether these students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students educated in inclusive classrooms and instructional and classroom management strategies teachers can use to work with these students in the least restrictive environment. **2 graduate credits. Teaching Standards I, II, III**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## INFANT & TODDLER MENTAL HEALTH: ISSUES & INFORMATION FOR EDUCATORS

**EDV 601 Medaille College – Online Course Available to NYSUT Members Only**

Understand infant and toddler mental health, child development, and learn strategies to promote positive relationships with children and families. **2 graduate credits. Teaching Standards I, II, III**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## READING & WRITING IN CONTENT AREA

**EDV 615 Medaille College – Online Course Available to NYSUT Members Only**

This course offers instruction in teaching reading and writing in various subject matter fields at the secondary level. The material stresses the skills of vocabulary building, comprehension, and writing, as well as methods for motivating adolescents to read and write. **2 graduate credits. Teaching Standards II, III**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## READING FUNDAMENTALS #1: AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH

**EDV 616 Medaille College – Online Course Available to NYSUT Members Only**

Three-course Reading Fundamentals Course. Reading Fundamentals supports the concept of scientifically-based reading research to develop a phonetically-based approach to reading assessment, instruction, evaluation, and remediation. The course discusses the research that supports scientifically-based research as it applies to phonetically-based instruction, assessment, and evaluation. **2 graduate credits. Teaching Standards II,III,V**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.



# COURSE DESCRIPTIONS

---

## READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION

**EDV 617 Medaille College – Online Course Available to NYSUT Members Only**

Three-course Reading Fundamentals Course. The purpose of this second course is to lay the foundation for effective reading instruction. As part of this course, you will learn about the elements of effective instruction. It is important that all teachers have a firm understanding of effective instructional procedures. Teachers benefit, and more importantly, students benefit, both in terms of their behavior and their academic performance, from effective instruction. Further, you will learn about the importance of reading instruction and read some sobering statistics on reading performance in this country and what happens when individuals are not proficient in reading. **2 graduate credits.**

*Teaching Standards II,III,V*

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS

**EDV 618 Medaille College – Online Course Available to NYSUT Members Only**

Understand ways to meet the affective needs of the gifted and talented student in the regular classroom. **2 graduate credits.** *Teaching Standards I, II, III*

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM

**EDV 619 Medaille College – Online Course Available to NYSUT Members Only**

This course is designed to give participants the knowledge, tools and dispositions to effectively facilitate a diverse classroom. It will help participants understand and identify differences in approaches to learning and performance, including different

learning styles and ways in which students demonstrate learning. **2 graduate credits.** *Teaching Standards I, IV*

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## TEACHING ELEMENTARY MATH CONCEPTUALLY

**EDV 640 Medaille College – Online Course Available to NYSUT Members Only**

Explore an innovative teaching model that incorporates strategies for teaching concepts, constructively and contextually. The goal is to gain a deeper understanding of the underlying concepts of various math topics and explore the principles of teaching those concepts to learners. **2 graduate credits.** *Teaching Standards II, III, VII*

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## TRAUMATIZED CHILD: THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING\*

**EDV 650 Medaille College – Online Course Available to NYSUT Members Only**

Learn strategies to reach and teach students affected by stress, trauma and/or violence. **2 graduate credits.** *Teaching Standards I, II, III*

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES

**EDV 670 Medaille College – Online Course Available to NYSUT Members Only**

This course is designed to give participants a better understanding of school violence and increase their interventions strategies. The course provides

# COURSE DESCRIPTIONS

a foundational understanding of violence and motivational purposes behind aggression.

**2 graduate credits. *Teaching Standards I, IV***

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## THREE GRADUATE CREDITS OR 45-HOUR INSERVICE COURSES

### ACTIVATING A MOTIVATED AND ENGAGED BRAIN: THE SEEKING SYSTEM\*

**CURI 6500 SUNY Empire State College** (was previously EDU 661118)

This course focuses on improving student attention, engagement, and perseverance, by activating the innate SEEKING System that drives the motivated brain. Participants examine the brain science that underlies each processing network of motivation, memory, and higher-level thinking. They learn to design lessons and incorporate activators (or strategies) that support each processing level and maximize the SEEKING System of the motivated brain. **3 graduate credits. *Teaching Standards I, II, III, IV, V***

**Required Text(s):** The Motivated Brain: Improving Student Attention, Engagement, and Perseverance, ISBN #9781416620488 & two booklets available as a download in Frontline.

### ADOLESCENT DEVELOPMENT GRADES 7-12\*

**CURI 6501 SUNY Empire State College** (was previously EDU 661117) – **Online Course**

This course covers adolescent development as it relates to the 7-12 educational context. Topics that are covered include physical development, developmental learning theories, personal, social and emotional development, learner differences, social cognition, behaviorism, information processing, constructing and assessing understanding, and creating positive classroom learning environments. Written assignments will integrate theoretical and research-based concepts with classroom practice. **3 graduate credits. *Teaching Standards I, III, IV***

**Required Text:** Adolescence, 16th Edition, ISBN

#9781259154669

### ADOLESCENT LITERACY K-12\*

**CURI 6502 SUNY Empire State College** (was previously EDU 661120) – **Online Course**

This course is designed for classroom teachers in grades 7-12 as well as individuals interested in adolescent literacy. As the course progresses, students will take an in-depth look at what adolescent literacy looks like in the 21st century American classroom, including increased awareness of Common Core Standards as they apply to content area literacy instruction. The role literacy plays in how adolescents construct meaning of the world, and their place in it will forefront instruction, discussions, and assignments.

Literacy is no longer the sole responsibility of the reading and English teacher. Research has shown that elevating literacy levels enhances the learning and performance of learners in all of the content areas. It is difficult for students to succeed in any content area if they cannot read instructions, interpret word problems, write up the results of a lab report, or interpret visual texts. Strategies and motivational techniques that encourage native English speakers and students who are learning English as a New Language to develop and refine their proficiency in reading, writing, speaking, listening, and viewing, both in school and in out of school settings, will be explored. **3 graduate credits. *Teaching Standards I, II, III, IV***

**Two Required Text(s):** Differentiated Literacy Strategies: for English Language Learners, Grades 7-12, ISBN #9781412996471 & I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers, ISBN #9781571100894

### APPLIED BEHAVIOR ANALYSIS\*

**UNY 807 Adelphi University - Also Available Online**

Provides teachers and support staff with the information, tools, and skills needed to prevent anti-social behavior and/or to manage behavior when it arises. **3 graduate credits. *Teaching Standards IV***

**Required Text:** No text required. Materials available through online platform.

# COURSE DESCRIPTIONS

## APPROACHES TO LITERACY INSTRUCTION IN EARLY CHILDHOOD THROUGH ADOLESCENCE

### **EDUC 507 Mercy College – Online Course**

Examination and analysis of effective literacy instruction for students at all levels. Includes the exploration of appropriate techniques for English language learners and students with special needs. Techniques for continued assessment in reading, remediation, and enrichment will also be discussed. Requires ten hours of practical application of methods in classroom and field assignments such as observation records, tutoring, and diagnostic evaluation and analysis. **3 graduate credits.**

*Teaching Standards I, II, III, IV*

**Two Required Text(s):** Teaching Reading in Today's Elem. Schools, ISBN #9781111298128 & Basic Reading Inventory Pre-Primer Thru Grade 12, ISBN #978075798524

## ASSESSMENT FOR AND OF STUDENT LEARNING

### **UNY 808 Adelphi University**

This course is grounded in the research shown to increase student motivation and learning through improved classroom assessment. Teachers will increase their knowledge and skills in student-involved classroom assessment through practical examples of what assessment for learning and assessment for learning. Participants will learn a format to assist them in working with collaborative teams in their schools and districts. **3 graduate credits.** *Teaching Standards I, II, V*

**Required Text:** Classroom Assessment for Student Learning: Doing It Right Using it Well, ISBN #9780132685887

## ASSESSMENT FOR STUDENT LEARNING

### **EDU 678 The College of Saint Rose - Also Available Online**

This course explores current research in assessment to understand the connections among subject matter knowledge, state and national standards, and assessment in the K-12 classroom. **3 graduate credits.** *Teaching Standards I, V*

**Required Text for Classroom Course Only:**

Classroom Assessment for Student Learning: Doing it Right Using it Well, ISBN #9780132685887 &

Participant Manual available as a download via Frontline.

### **Two Required Text for Online Course Only:**

Classroom Assessment: What Teachers Need to Know, 7th ed., ISBN #9780132868600 & How to Assess Authentic Learning, 5th ed., ISBN #9781412962797

## BEGINNING READING\*

### **UNY 717 Adelphi University - Online Course**

Participants learn a variety of decoding activities and comprehension activities traditionally taught to students in Pre-K – Grade 2, including phonemic awareness, alphabetic principles, letter-sound correspondence, phonics, word recognition, vocabulary, and comprehension. **3 graduate credits.**

*Teaching Standards I, II, III*

**Required Text:** Teaching Reading in the 21st Century, ISBN #9780132092258

## BEHAVIOR IS LANGUAGE

### **EDV 515 Medaille College - Online Course**

#### **Available to NYSUT Members Only**

Explore student behavior and strategies that facilitate positive student change. **3 graduate credits.**

*Teaching Standards I, IV*

**Required Text:** Included in the cost of tuition.

Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (B.A.S.I.C.)

### **UNY 707 Adelphi University**

Examine research-based interventions in the behavioral, academic, and social areas of student performance. **3 graduate credits.**

*Teaching Standards I, II, III, IV*

**Two Required Texts:** You Can Handle Them All, ISBN #9780914607045 and the second is available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.



# COURSE DESCRIPTIONS

## BLUEPRINTS FOR ACHIEVEMENT

### **EDU 670 The College of Saint Rose**

This course presents a synthesis of established best practices for K-12 teachers based upon current research in the fields of cognitive instruction and cooperative learning. Participants explore and apply instructional strategies that promote higher-order thinking and positive student interactions. The course operates on the assumption that effective instruction requires a varied repertoire of teaching methods. **3 graduate credits. *Teaching Standards I, III, IV***

**Required Text:** Blueprints for Achievement in the Cooperative Classroom, ISBN #9781575175485

## BRAIN BASED WAY WE THINK & LEARN\*

### **UNY 705 Adelphi University**

**CURI 6503 SUNY Empire State College** (was previously EDU 661129)

This course provides experienced and beginner educators with a comprehensive understanding of the ways in which findings from current brain research can be applied to teaching and learning. Participants apply key cognitive processes to their lesson planning and instructional practice to increase student comprehension and achievement. **3 graduate credits. *Teaching Standards I, II, III, IV***

**Required Text:** Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

## BRAIN COMPATIBLE LEARNING\*

### **UNY 714 Adelphi University**

Examine the role of emotion in the learning process, the connection between memory and learning and the role of experience in learning. **3 graduate credits. *Teaching Standards I, II, III, IV***

**Required Text:** Brain Compatible Classrooms, 3rd edition, ISBN # 9781412938877

## BUILDING COMMUNICATION AND TEAMWORK IN SCHOOLS\*

### **UNY 704 Adelphi University or EDN 663 The College of Saint Rose**

Equips educators with the knowledge and skills to foster an emotionally engaging classroom: leadership, communication and listening, positive thinking, student support, and team building. **3 graduate credits. *Teaching Standards VI, VII***

**Required Text:** Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

## BUILDING MATHEMATICAL UNDERSTANDING FOR GRADES 3-5\*

**CURI 6504 SUNY Empire State College** (was previously EDU 661116) – **Online Course**

This course is intended to help those who teach mathematics in Grades 3-5 understand the mathematical content, how mathematical ideas develop, and how to implement successful teaching practices that make it more likely for students to grasp and be comfortable with mathematics. The course includes research findings on which the teaching of solid mathematics is based. It highlights teacher practices that researchers found to be associated with greater learning of mathematics and that teachers found to be relevant and vital for teaching mathematics in all grades K-12 with a focus on grades 3-5. The course aligns the Ten Principles of Thinking Mathematics, the NYS P-12 Common Core Learning Standards for Mathematics, the Standards of Mathematical Practice and the National Research Council's Strands of Mathematical Proficiency, all vital frameworks for teaching mathematics. **3 graduate credits. *Teaching Standards I, II, III, IV, V, VI, VII***

**Two Required Texts:** Common Core Mathematics in a PLC at Work, Grades 3-5, ISBN # 9781936764006 & the second is available as a download via Frontline.

# COURSE DESCRIPTIONS

## **BUILDING POSITIVE CONNECTIONS WITH DIVERSE FAMILIES AND COMMUNITIES\***

**CURI 6505 SUNY Empire State College** (was previously EDU 661101) – **Also Available Online**

Developing strong and positive connections with families and communities is critical in our educational settings today. This course will explore and discuss diverse perspectives that are critical to school-community relationships. Participants will develop a collection of tools, resources, and documents that will be helpful in creating positive collaboration between schools and their communities. **3 graduate credits. *Teaching Standards IV, V, VI, VII***

**Required Text for Classroom Course:** Available as a download via Frontline.

**Required Text for Online Course:** No text required. Materials available through online platform.

## **BULLYING: PREVENTING THE PROBLEM\***

**UNY 824 Adelphi University - Also Available Online**

**CURI 6506 SUNY Empire State College** (was previously EDU 661100) - **Also Available Online**  
According to the Centers for Disease Control, schools have a responsibility to prevent aggressive behaviors and an obligation to provide an environment that promotes children's health and safety. However, although anti-bullying education efforts have increased exponentially over the years, recent statistics show that the prevalence of bullying is not declining. This course provides teachers, counselors, administrators and staff with cutting edge developmental and applied research to effectively address bullying in the school context. **3 graduate credits. *Teaching Standards IV, VI***

**Three Required Texts for Classroom Course**

**Only:** School Where Everyone Belongs, ISBN #9780878225842, Girl Wars, ISBN #9780743249874 & Touching Spirit Bear, ISBN #9780380805600

**Two Required Texts for Online Course**

**Only:** School Where Everyone Belongs, ISBN #9780878225842 & Touching Spirit Bear, ISBN #9780380805600

## **CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS**

**UNY 703 Adelphi University**

Equips educators with current, research-validated concepts and strategies for orchestrating classroom life and learning. Explore classroom climate, physical environment, rules and procedures, momentum and flow, positive behavior, responses to misbehavior, parental involvement, and personal resilience.

**3 graduate credits. *Teaching Standards I, IV***

**Two Required Texts:** Discipline and Learning Styles: An Educator's Guide, ISBN #9781935340850 and the second is available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

## **COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE**

**CURI 6508 SUNY Empire State College** (was previously EDU 661108)

**UNY 833 Adelphi University**

Collaborative Inquiry provides educators with research-based strategies for designing and implementing collaborative inquiry for students. The strategies are based on the 4-Ds of Appreciative Inquiry. Collaborative inquiry fosters the skills students need now and in the future to develop a deeper understanding and mastery of content knowledge and skills. Participants will explore and experience the collaborative inquiry models of problem-based learning, hypothesis-based learning, project-based learning, Appreciative Inquiry, and performance-based learning.

Participants will develop standards-based essential questions, assessments, and rubrics; design strategies for teaching collaboration and teamwork; and explore the components of facilitative leadership, debriefing, and feedback. **3 graduate credits. *Teaching Standards I, II, III, V***

**Required Text:** Available as an electronic download



# COURSE DESCRIPTIONS

through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

---

## COOPERATIVE LEARNING FOR STUDENTS WITH SPECIALS NEEDS\*

**SED 661 The College of Saint Rose – Also Available Online**

This course focuses on promoting student achievement and development in a collaborative learning community. Communication skills for effective teaching in an inclusive or special education setting are described, modeled and then practiced by participants. **3 Graduate Credits.**

*Teaching Standards I, IV*

**Three Required Text(s) for Classroom Course**

**Only :** Cooperative Learning: Integrating Theory and Practice, ISBN #9781412940481 & Cooperative Learning in the Classroom Putting It Into Practice, ISBN #9781412923804 & a Supplement available as a download in Frontline.

**Two Required Text(s) for Online Course Only:**

Cooperative Learning: Integrating Theory and Practice, ISBN #9781412940481 & Cooperative Learning in the Classroom Putting It Into Practice, ISBN #9781412923804

---

## CREATING A BALANCED READING AND WRITING PROGRAM\*

**RDG 663 The College of Saint Rose**

This course provides specific strategies to improve reading and writing instruction. The course emphasizes a balanced approach to literacy instruction, using whole-part-whole, phonemic awareness, and the integration of language arts. Instructional methods for teaching with literature at all grade levels and integrating phonemic skills with literature will be introduced and practiced.

Guided reading strategies, intended to improve comprehension at all levels, will be emphasized. Other topics include: primary reading strategies, children's literature, writing in response to reading, spelling strategies, reading in the content areas, and assessment processes. **3 graduate credits.** *Teaching*

*Standards I, II, III*

**Required Text:** How to Teach Balanced Reading & Writing, ISBN# 9781412937429

---

## CREATING THE DYNAMIC CLASSROOM ENVIRONMENT (NEW!)

**UNY 709 Adelphi University**

**CURI 6560 SUNY Empire State College**

Participants will explore the extensive research base behind classroom management and work to create a classroom management plan that will provide a foundation on which to build instruction for the rest of the school year. They will investigate their curriculum and instruction to find ways to engage students in learning, which will virtually eliminate classroom management issues. Since preventive measures are not a failsafe, participants will explore some minor, escalating, and major behavior problems to better prepare you to address these situations as they arise. Participants will also explore how to address the special needs of inclusive classrooms as well as technology in the classroom. **3 graduate credits.** *Teaching Standards I, II, IV, V*

**Required Text:** What to do with the Kid Who... Developing Cooperation, Self-Discipline, 3rd ed.; ISBN #978-14129-3701-6

---

## CREATIVE CONTROVERSY\*

**UNY 706 Adelphi University - Also Available Online**

This course teaches participants how to use controversy to support the pedagogical shifts demanded by the NYS P-12 Common Core learning Standards and to prepare students who are College and Career Ready in reading, writing, speaking, listening and language use. **3 graduate credits.**

*Teaching Standards II, III, IV, VII*

**Required Text for Classroom and Online Courses:**

Creative Controversy, ISBN #0939603232. Textbook can be ordered at [www.co-operation.org/books-and-materials](http://www.co-operation.org/books-and-materials).

# COURSE DESCRIPTIONS

## CRITICAL AND CREATIVE THINKERS FOR A GLOBAL AGE

**CURI 6513 SUNY Empire State College** (was previously EDU 661126)

**UNY 832 Adelphi University**

This course focuses on developing critical and creative thinkers who can operate in and competently address the issues and challenges of a global age. It focuses on the practice of critical and creative thinking through the use of thinking routines and promotes student engagement, understanding, and independence by making thinking visible. Participants examine the standards and dispositions of critical and creative thinkers, as they explore precise and emotive language, effective communication, inferential reasoning, logical fallacies, thinking from multiple perspectives, creative problem solving, and media literacy. Based in the context of global issues and challenges, the course models over 21 critical and creative thinking routines for the classroom that make thinking visible, foster collaboration and communication, and enhance engagement and understanding in a culture of thinking. **3 graduate credits. Teaching Standards I, II, III, IV**

**Two Required Texts:** Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners, ISBN #978-0-470-91551-6 and a Participant Booklet available as an electronic download in Frontline

## CULTURALLY RESPONSIVE TEACHING WITH DIVERSE LEARNERS

**CURI 6514 SUNY Empire State College** (was previously EDU 661125)

**UNY 831 Adelphi University**

This course focuses on improving student outcomes by increasing teacher understanding of the impact of race, culture and language in the learning environment. Culturally Responsive Teaching (CRT) is a research-based method designed to enhance student engagement by implementing strategies to develop stronger relationships, culturally-inclusive curriculum and instruction techniques and positive learning environments. Participants examine the elements of Culturally Responsive Teaching through

personal reflection and development of culturally competent strategies to effectively differentiate instruction for students from linguistically, culturally and racially diverse backgrounds. Participants deepen knowledge of their own cultural background and the impact on instruction while implementing strategies to increase connections with students and improve learning outcomes through culturally-relevant curriculum and instruction.

**3 graduate credits. Teaching Standards I, II, IV**

**Three Required Texts:** How to Teach Students Who Don't Look Like You: Culturally Relevant Teaching Strategies, ISBN #9781452257914, Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success, ISBN #9781425806866, Participant Booklet available as a download in Frontline. Optional but not Required Text: Culturally Responsive Teaching: Theory, Research and Practice, ISBN #9780807750780

## CURRICULAR ASSESSMENT AND BEHAVIOR MANAGEMENT FOR STUDENTS WITH DISABILITIES\*

**EDUC 516M Mercy College - Also Available Online**

This course is designed to develop the conceptual and technical skills (with emphasis on assessment) required by teachers to help them implement meaningful instructional and behavioral strategies for effective learning by students with disabilities. **3 graduate credits. Teaching Standards I, II, III, IV, VII**

**Two Required Text(s) for Classroom and Online Courses:**

Assessing Learners with Special Needs An Applied Approach 8th edition, ISBN #9780133846591 & Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings, 4th edition, ISBN #9780133570854

**Students who have previously taken EDUC 654M Behavior Management are not eligible to receive graduate credit for EDUC 516M.**

# COURSE DESCRIPTIONS

---

## CYBERBULLYING: THE NEW AGE OF HARASSMENT\*

**UNY 809 Adelphi University - Also Available Online**

Participants will understand what cyberbullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyberbullying.

**3 graduate credits. *Teaching Standards I, IV***

### **Required Text for Classroom Course Only:**

*Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*, ISBN #9781412966894 & Participant Manual available as a download via Frontline.

### **Two Required Texts for Online Course Only:**

*School Climate 2.0*, ISBN #9781412997836

---

## DESIGNING MOTIVATION FOR ALL LEARNERS\*

**UNY 701 Adelphi University**

**CURI 6515 SUNY Empire State College** (was previously EDU 661127)

This course provides educators with a framework for creating motivating classroom experiences for all learners. Participants will examine the complex nature of learner motivation and the way in which it relies on both external, teacher-dependent factors and internal, student-dependent factors.

**3 graduate credits. *Teaching Standards I, II, III, IV***

**Required Text:** Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

---

## DEVELOPING INNOVATORS AND INNOVATION SKILLS

**CURI 6516 SUNY Empire State College** (was previously EDU 661113) - **Also Available Online**

**UNY 827 Adelphi University**

This course focuses on developing innovation capabilities in students by exploring the discovery skills of associating, questioning, observing, networking, and experimenting. Participants learn how to create a culture of innovation and provide learning opportunities that promote perseverance,

encourage curiosity, and ignite intrinsic motivation. Participants explore resources, strategies, and ideas for designing content-based lessons that incorporate discovery skills and foster the behaviors students need to be innovation-ready. **3 graduate credits.**

***Teaching Standards I, II, III, IV, V***

### **Two Required Texts for Classroom and Online**

**Courses:** *The Innovator's DNA Mastering the Five Skills of Disruptive Innovators*, ISBN #9781422134818 & Participant Supplement available as a download on Frontline.

---

## DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS

**EDU 695 The College of Saint Rose**

**UNY 830 Adelphi University**

**CURI 6517 SUNY Empire State College** (was previously EDU 661128)

Understand and implement strategies associated with the essential, distinguishing components of differentiated instruction. **3 graduate credits.**

***Teaching Standards I, II, III, IV, V***

**Required Text:** Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

---

## DIMENSIONS OF LEARNING AND LITERACY

**EDUC 648M Mercy College-Also Available Online**

Perspectives on the interdisciplinary views of how children learn, including students with special needs. Students will understand the cognitive, social, and linguistic interrelationships in the development of literacy. Field experience hours required.

**3 graduate credits. *Teaching Standards I, II, III***

**Required Text:** *Lenses on Reading: An Introduction to Theories & Models*, ISBN #9781462504701

---



# COURSE DESCRIPTIONS

## ENCOURAGING STUDENT RESPONSIBILITY & DISCIPLINE\*

### EDU 671 The College of Saint Rose - Online Course

Participants explore classroom management techniques and instructional strategies that address students' social and academic needs. **3 graduate credits.** *Teaching Standards I, II, III, IV*

**Two Required Texts for Online Course:** What to do with a Kid Who, ISBN # 9781412937016 & Comprehensive Classroom Management: Creating Communities of Support, ISBN #9780132697088

## ENHANCING LITERACY FOR ALL STUDENTS\*

### UNY 802 Adelphi University

Participants investigate research-based strategies, activities and assessments that are designed to improve students' literacy skills. Topics include development of decoding skills, building vocabulary, increasing reading comprehension, and types and purposes of writing. The role of literacy skills in all the New York State Learning Standards is also addressed. **3 graduate credits.** *Teaching Standards I, II, III*

**Required Text:** Literacy Development in the Early Years, 7th edition, ISBN #9780132484824

## EXCEPTIONALITIES: INDIVIDUALIZING LEARNING (NEW!)

### EDU 6015 SUNY Empire State College - Also Available Online

This course provides an overview of theories and research about students with special needs and a range of exceptionalities, as well as issues and strategies in developing educational programs and adapting instruction to meet the needs of all students. Students develop awareness of and sensitivity to individual differences and learn how to individualize instruction in the context of their certification areas. Topics include: physical, emotional and learning disabilities; gifted and talented students; gifted and talented students and computers; individualizing instruction for all students; uses of assistive and adaptive technologies and computers to meet special needs; inclusion; and assessing behavior problems and planning, implementing, and evaluating

interventions. Students complete at least 15 hours in a middle or high school classroom (appropriate to the certification area) working with a certified special education teacher to explore the application of what they are studying to a classroom setting. **3 graduate credits.** *Teaching Standards I, II, IV, V, VI, VII*  
**Two Required Texts:** Exceptional Lives: Special Education in Today's Schools, 8th ed.; ISBN #978-0133-75407-0 and Methods for Teaching Culturally and Linguistically Diverse Exceptional Learners, ISBN# 978-01317-2023-7

## INCLUSION: EDUCATION FOR ALL K-12\*

### UNY 729 Adelphi University - Also Available Online

This course is designed for both special education and general education teachers at all grade levels. Participants are introduced to the process of planning for an inclusive classroom.

**3 graduate credits.** *Teaching Standards I, II, III*

#### Required Text for Classroom Course Only:

Inclusive Classroom, The Strategies for Effective Instruction, ISBN #9780132659857

**Required Text for Online Course Only:** Including Students with Special Needs: A Practical Guide for Classroom Teachers, ISBN #9780133564433

## INCREASING MIDDLE LEVEL MATH\*

### EDC 686 The College of Saint Rose - Online Course

The course promotes that curriculum is more than a collection of activities; it must be coherent, focused on problem solving, and articulated across grade levels. **3 graduate credits.** *Teaching Standards I, II, III*

**Required Text:** Elementary and Middle School Mathematics: Teaching Developmentally, 8th ed., ISBN #9780132612265

## INSTRUCTIONAL PLANNING, STRATEGIC TEACHING

### CURI 6519 SUNY Empire State College (was previously EDU 661114) – Also Available Online

This course is designed to provide participants with instructional strategies that meet the needs of all students at all grade levels. Emphasis will be placed

# COURSE DESCRIPTIONS

on misconceptions of academic failure; curriculum organization; effective instructional design; curriculum evaluation and instructional strategies that enhance and improve academic performance for all students. The following concepts serve as the basis for the design of curriculum and instruction: core concepts, essential questions, background knowledge, judicious review, strategic integration, cognitive strategies, and mediated scaffolding. **3 graduate credits. *Teaching Standards I, II, III, IV, V***

**Required Text:** No text required. Materials available through online platform and/or Frontline.

---

## INTEGRATED CO-TEACHING: STRATEGIES ENHANCING STUDENT ACHIEVEMENT

**CURI 6520 SUNY Empire State College** (was previously EDU 661102) - **Also Available Online**

This course is designed for all K-12 educators who are or will be working with a co-teaching model. The course will investigate the pedagogical and practical facets of a co-teaching approach that provides academic instruction to a diverse community of learners (i.e., students within general education, special education, ESL and gifted programs) so that each student may find success. **3 graduate credits. *Teaching Standards I, II, III, IV, VI, VII***

**Two Required Text(s) for Classroom and Online Courses:** Purposeful Co-Teaching, ISBN #9781412964494 & A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning, ISBN #9781452257785

---

## INTRODUCTION TO EARLY CHILDHOOD EDUCATION: FOUNDATIONS, METHODS AND MATERIALS\*

**EDUC 513M Mercy College – Online Course**

The course presents a historical overview of the foundations in early childhood education. Students will study and review the process of social, emotional cognitive, linguistic, physical and aesthetic growth and development in young children, birth through grade two. The significance and effectiveness of past and present trends regarding the different types of early childhood programs will be discussed. Attention will also focus on the importance of play in the life of the child; language literacy and communication; developmentally appropriate lessons and activities;

creating learning environments conducive to learning; study of model programs, concept building, curriculum design, assessment strategies, classroom management, and parent involvement.

**3 graduate credits. *Teaching Standards I, II, III, IV***

**Required Text:** Early Childhood Education Today, 13th edition. ISBN #9780133436501

---

## INTRODUCTION TO HISTORY OF SPECIAL EDUCATION LAW (NEW!)

**SPED 6005 SUNY Empire State College - Online Course**

This course will provide a comprehensive overview of the history of education law and the history of education of students with disabilities, advocacy, and disability laws from the mid-20th century. Students will be introduced to the role and responsibilities of the special education teacher in their legal obligation to the exceptional student, parents, and school. Particular emphasis will be placed on federal and New York State Education Department Law- Part 200 mandates and current special education laws and core issues that developed from the disability movement: Individuals with Disabilities Education Act – IDEA (PL 94-142), No Child Left Behind Act (NCLB), Individualized Education Programs (IEP), Parental Rights and Procedural Safeguards, Due Process, introduction to initiatives such as PBIS, FBA and RTI, and future litigation as it comes into effect.

**3 graduate credits. *Teaching Standards I, IV, VI, VII***

**Two Required Texts:** Special Education Law. 5th ed., ISBN#978-1-4522-4109-8 and Case Studies in Special Education Law: No Child Left Behind Act and Individuals with Disabilities Education Improvement Act, ISBN #978-013-2186-285

---

## LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER\*

**EDV 610 Medaille College – Online Course Available to NYSUT Members Only**

Gain strategies to reach and teach students who have been affected by stress, trauma, and/or violence.

**3 graduate credits. *Teaching Standards I, II, III***

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.



# COURSE DESCRIPTIONS

## LEARNING TECHNOLOGY ACROSS THE ENGLISH LANGUAGE ARTS CURRICULUM

### EDUC 573 Mercy College – Online Course

This is a hands-on course focusing on applications of learning technology to enhance the teaching and learning of English Language Arts as defined in the NYS Learning Standards. Effective use of technology for teaching the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners will be discussed. Criteria for evaluating software and a variety of approaches to integration of technology into the curriculum will be explored as it applies to the age/grade level and content area of the students' teaching certificates. The course will also examine techniques to enable students to collaborate with and support other staff in their schools to develop their own skill in of technology. Please note: 10 hours field work is required for those students planning on matriculating into Mercy College to receive Master's and/or Advanced Certificate in Literacy. These logs serve as a chance for self-reflection, self-assessment, and conversation with others as they examine Literacy practices and issues. **3 graduate credits. Teaching Standards I, III**

**Two Required Texts:** Technology to Teach Literacy: A Resource for K-8 Teachers, ISBN #9780131989757 & Digital and Media Literacy: Connecting Culture and Classroom, ISBN #9781412981583.

## LITERACY INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

### EDUC 561M Mercy College – Online Course

Participants will develop competencies enabling them to provide appropriate instruction for students experiencing difficulties in acquiring literacy skills. These include students receiving academic intervention services, and those in compensatory and special education programs. Ten hours of fieldwork required. **3 graduate credits. Teaching Standards I, II, III, IV, V**

**Required Text:** Reading Problems: Assessment and Teaching Strategies, 7th ed., ISBN #9780132837804

## LITERACY INSTRUCTION IN THE ELEMENTARY CLASSROOM\*

### CURI 6521 SUNY Empire State College (was previously EDU 661115) – Online Course

Teaching all children to read is a critical responsibility

of our elementary teachers. In this course, participants will learn and share the knowledge and skills they will need to be highly effective elementary teachers of literacy. The course will integrate what we have known is good teaching of literacy in the past and will expand the teachers' skills needed to meet the NYS P-12 Learning Standards. The inclusion of diverse students with various needs requires teachers of today to team with other professionals to plan and create an instructional environment that teaches all students to read. **3 graduate credits. Teaching Standards I, II, III, V**

**Required Text:** All Children Read: Teaching for Literacy in Today's Diverse Classrooms, 4th edition, ISBN #9780133066821

## MAGIC (create MEANINGFUL ACTIVITIES TO GENERATE INTERESTING CURRICULUM)

### EDU 682 The College of Saint Rose

Create "MAGIC" in the classroom by exploring the creativity of "possibility thinking" with students. Participants design and implement lessons that promote active learning and that encourage student creativity. Increase student achievement in any content area by incorporating the strategies and techniques explored in this course.

**3 graduate credits. Teaching Standards I, II, III, IV**

**Required Text:** Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

## MAKING THINKING VISIBLE IN THE CLASSROOM (NEW!)

### UNY 708 Adelphi University

### CURI 6562 SUNY Empire State College

This course is an introduction to the theories proposed from the program called Project Zero at Harvard's Graduate School of Education. It is an introduction to the eight cultural forces that are found in educational settings. Specifically focusing on one cultural force which is making a student's thinking visible in the classroom. Participants will learn about thinking involved in understanding and how students think. Specific focus will be on Howard Gardner's "Multiple Intelligence Theory" and the eight intelligences. Participants will also explore how to

# COURSE DESCRIPTIONS

make thinking visible in a classroom environment. This course will focus on twenty-two different thinking routines. The instructor will demonstrate each thinking routine by first teaching the philosophy of the routine and then how it can apply to all areas of the curriculum. The instructor will teach the setup of the routine and then complete examples of the routine with the participants. The participants will then be encouraged to discuss the benefits of the routine in their classrooms, which curriculum it can be used in, and how the routine creates visible thinking. **3 graduate credits. Teaching Standards I, II, IV, VI**

**Required Text:** Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners, ISBN #978-0-470-91551-6.

---

## MATH MADE MEANINGFUL

**EDC 663 The College of Saint Rose - Also Available Online**

This course is designed to help participants help children learn mathematical concepts and skills, including most important, problem solving skills. **3 graduate credits. Teaching Standards I, II, III**

**Required Text for Classroom Course Only:** Available as a download via Frontline.

**Required Text for Online Course Only:** Learning Mathematics in Elementary and Middle Schools: A Learner-Centered Approach, ISBN #9780133519211

---

## MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH

**CURI 6522 SUNY Empire State College (was previously EDU 661111) – Also Available Online**

This course addresses the fundamental aspects of teaching and learning that are relevant for educators in all grade levels and subject areas. It examines proven practices for many of the indicators on state and district wide teacher evaluation rubrics. **3 Graduate Credits. Teaching Standards I, II, III, IV**

**Required Text:** Available as a download via Frontline.

---

## MEDIATED LEARNING IN THE SPECIAL EDUCATION AND INCLUSIVE CLASSROOM

**UNY 713 Adelphi University**

Participants investigate and apply the theory of Mediated Learning Experiences, based on the work of Dr. Reuven Feuerstein, in classroom or one-on-one interactions with students to identify students experiencing cognitive difficulties and to develop an appropriate remediation program. Participants become familiar with typical and atypical cognitive functioning and learn strategies to overcome cognitive difficulties based upon Feuerstein's 10 criteria for mediated learning. **3 graduate credits. Teaching Standards I, II, III**

**Required Text:** Mediated Learning: Teaching, Tasks and Tools, ISBN #9781412950701

---

## METHODS AND MATERIALS FOR STUDENTS WITH DISABILITIES\*

**EDUC 503M Mercy College - Also Available Online**

Participants will identify strengths, and discuss methods of individualizing instruction and collaboration. They will examine learning processes, lesson and unit planning across the curriculum, motivation, communication and classroom management in order to stimulate and sustain student interest, cooperation, and achievement. Participants will discuss effective ways of partnering with parents and other staff members. **3 graduate credits. Teaching Standards I, II, III, IV, VII**

**Required Text for Classroom and Online Courses:** Strategies for Teaching Learners with Special Needs, ISBN #9780132626156

---

## MIDDLE LEVEL EDUCATION: CURRICULUM, INSTRUCTION AND ASSESSMENT\*

**EDC 680 The College of Saint Rose - Also Available Online**

The course focuses on using brain-based instruction as the basis for powerful learning and processes for making data-driven instructional decisions and for designing curriculum to address the standards. In addition, emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and higher order

# COURSE DESCRIPTIONS

thinking. **3 graduate credits.** *Teaching Standards I, II, III, IV*

**Two Required Text(s) for Classroom and Online Courses:** Meet Me in the Middle, ISBN#9781571103284 & Teaching in the Middle School, 4th edition, ISBN #9780132487351

---

## MIDDLE LEVEL EDUCATION: FOUNDATIONS FOR THE MIDDLE YEARS\*

**EDC 679 The College of Saint Rose - Also Available Online**

This course is an all-encompassing course that addresses myriad concerns that emerge for early adolescents as they bridge the gap between elementary school and senior high school. Delineated in the course work are robust definitions about middle level education as a particular and unique aspect of k12 schooling. **3 graduate credits.**

*Teaching Standards I, II, III*

**Required Text for Classroom and Online Courses:**

What Every Middle School Teacher Should Know, ISBN #9780325057552

---

## MULTICULTURAL CHILDREN'S LITERATURE\*

**UNY 820 Adelphi University**

Examine a variety of genres appropriate for children from birth through 9th grade. Develop an awareness of multicultural perspectives and how they influence literature. **3 graduate credits.**

*Teaching Standards I, II, III*

**Two Required Text(s):** Comprehensive Multicultural Education: Theory & Practice, 7th edition ISBN#9780137042616 & Multicultural Teaching: A Handbook of Activities 8th edition, ISBN#9780137011018 & Participant Manual available as a download via Frontline.

---

## MULTIPLE INTELLIGENCES: THEORY & PRACTICE\*

**SED 672 The College of Saint Rose- Also Available Online**

The course provides participants practical strategies for awakening all of the eight intelligences, techniques for developing them, and tools to

structure lessons and units that incorporate all of the multiple intelligences. **3 graduate credits.**

*Teaching Standards I, II, III, IV*

**Required Text for Classroom and Online Courses:**

Eight Ways of Knowing: Teaching for Multiple Intelligences, ISBN #9781575171180

---

## PROACTIVE STRATEGIES FOR ALL STUDENTS\*

**UNY 678 Adelphi University**

These strategies include what teachers can do in the classroom, administrators can do in the school building, and community members can do to support school personnel. It also provides opportunity for participants to create lessons geared to state learning standards, action plans to engage the entire learning community, and opportunities to talk to other educators through guided discussions. In addition to fifty strategies, participants will also gain insight to the latest research aligned with NCLB and state learning standards. **3 graduate credits.**

*Teaching Standards I, II, III*

**Required Text:** Saving our Students, Saving our Schools ISBN# 9781412957939

---

## PROFESSIONAL LEARNING FOR TEACHER EFFECTIVENESS (PLTE) (NEW!)

**UNY 710 Adelphi University**

**CURI 6564 SUNY Empire State College**

This course focuses on enhancing teacher effectiveness by exploring research-based theories and best practices that correlate to the New York State Teaching Standards. As participants delve into the elements and criteria delineated in The NYSUT Teacher Practice Rubric and The Framework for Teaching Evaluation Instrument, participants gain an understanding of what is expected of a professional in the classroom and essential for performance reviews. With a spotlight on teacher practice, participants experience the specific methods, strategies, and activities that ensure "Highly Effective" performance in all professional domains. **3 graduate credits.**

*Teaching Standards I, II, III, IV, V, VI, VII*

**Required Text:** Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price.



# COURSE DESCRIPTIONS

Participants may print materials prior to class or bring laptop/ipad to access text online during class.

---

## PROFESSIONAL PORTFOLIOS

### UNY 711 Adelphi University

This course is designed to encourage teacher reflection and goal setting in an effort to enhance teacher performance and student achievements. Participants learn a systematic method for investigative study and the demonstration of those skills necessary to demonstrate quality teaching and student learning. Participants collect evidence to inform their own professional development plans. **3 graduate credits. Teaching Standards V, VI, VII**

**Required Text:** Designing Portfolios for A Change, ISBN #9781575170565

---

## READING AND WRITING ACROSS THE CONTENT AREAS\*

### UNY 801 Adelphi University – Also Available Online

This course explores content area teachers' roles in students' literacy development. Participants will learn how to utilize research-based teaching strategies in content-area instruction. **3 graduate credits. Teaching Standards I, II, III**

**Required Text for Classroom Course Only:** Reading & Writing Across the Content Area, 2nd edition, ISBN#9781412937627

**Required Text for Online Course Only:** Content Area Reading: Literacy and Learning Across the Curriculum, 11th ed, ISBN#9780133066784 or E-Text of the same book, ISBN#9780133388411.

---

## READING ACROSS THE CURRICULUM™\*

### CURI 6523 SUNY Empire State College (was previously EDU 661110) - Also Available Online

The course provides research-based active reading comprehension strategies that participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. **3 graduate credits.**

**Teaching Standards I, II, III**

**Two Required Text(s) for Classroom Course**

**Only:** Differentiated Instructional Strategies for reading in the Content Areas, 2nd edition, ISBN# 9781412972307 & the second available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

**Required Text for Online Course Only:** But I'm Not a Reading Teacher: Strategies for Literacy Instruction in the Content Areas, ISBN #9781596670495.

---

## READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT

### EDV 620 Medaille College – Online Course Available to NYSUT Members Only

Three-course Reading Fundamentals Course

This course will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these two key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. These five elements include instruction in: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

**3 graduate credits. Teaching Standards II, III, V**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## SOCIAL EMOTIONAL LEARNING: A NEW APPROACH\*

### CURI 6526 SUNY Empire State College (was previously EDU 661119)

This course will introduce participants to the concepts of emotional intelligence and the importance of incorporating social-emotional learning in the classroom in order to create academic environments that cultivate caring, empathic and successful students. Through research-based activities, participants will develop strategies to teach to the “whole child”, learn ways to motivate and engage students and promote positive interactions amongst students in order to increase academic

# COURSE DESCRIPTIONS

achievement. **3 graduate credits.** *Teaching Standards I, II, IV, VI, VII*

**Three Required Texts:** The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom 1st Edition, ISBN # 9781412914819, The Brain and Emotional Intelligence: New Insights, ISBN #9781934441152 & The Triple Focus: A New Approach to Education Paperback 2014, ASIN: #B010EVNDP8. An additional participant booklet available as a download in Frontline.

---

## STRATEGIES FOR THE INCLUSIVE CLASSROOM

### UNY 826 Adelphi University

In this course, participants will explore strategies and design lessons that enhance learning and proficiency for the general population and also meet the needs of the exceptional learners and the unique and specific challenges they encounter. **3 graduate credits.**

*Teaching Standards I, II, III, IV*

**Required Text:** Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

---

## STUDENT ENGAGEMENT AND STANDARDS BASED LEARNING

### CURI 6527 SUNY Empire State College (was previously EDU 661106)

Using a standards-based approach as its foundation, Student Engagement and Standards-Based Learning is a Performance Learning Systems® course that explores high-impact learning activities designed to help teachers optimize student learning. Participants will use standards as a basis for designing learning activities, assessments, and scoring guides and will prioritize learning based on curriculum.

Using alignment criteria and the POINT design components, participants will evaluate, modify, expand, and design standards-based learning activities in order to maximize student learning, engagement, and achievement. A variety of

learning activities aligned to standards and the QFL (Questions for Life) Process Skills are featured in this course as participants learn to address the needs of 21st Century Learners and foster progress toward deeper retention and transfer of learning. **3 graduate credits.** *Teaching Standards I, II, III, IV*

**Required Text:** Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

---

## SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (STAR)\*

### EDU 691 The College of Saint Rose – Also Available Online

Participants practice strategies and techniques that foster self-awareness, responsibility and eliminate “learned helplessness” in students. **3 graduate credits.** *Teaching Standards I, II, III, IV*

### Two Required Texts for Classroom Course

**Only:** Teacher Talk: What it Really Means, ISBN #9780961604622 and the second available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price. Participants may print materials prior to class or bring laptop/ipad to access text online during class.

### Two Required Texts for Online Course Only:

Teacher Talk: What It Really Means, ISBN #9780961604622 & Teaching Discipline & Self-Respect, ISBN #9781412915489

---

## TEACHING ENGLISH AS A SECOND LANGUAGE\*

### EDUC 505 Mercy College – Online Course

Historical, legal, theoretical and practical aspects of teaching English to learners of English as a Second Language in pre-school through 12th grade. Course content includes language acquisition theories for children and adults, as well as for students with special needs. Student language assessment, identification, academic placement, and a variety of successful instructional approaches and strategies will be explored. Classroom discussion will include



# COURSE DESCRIPTIONS

effective instructional models, assessment strategies, approaches and teaching practices used in teaching all language skills, the common core standards, and recognition of the psycho-social problems involved in second language acquisition and development.

10 hours of fieldwork required. **3 graduate credits.**

*Teaching Standards I, II, III*

**Required Text:** Reading, Writing, and Learning in ESL, 6th edition, ISBN #9780132685153

---

## TEACHING STUDENTS TO BE PEACEMAKERS\*

**UNY 823 Adelphi University**

This course provides participants with strategies and skills to implement a peacemaker program in their classes and school. Participants experience conflict management procedures and skills and apply negotiating techniques and peer mediation strategies to manage conflict in the learning environment.

**3 graduate credits.** *Teaching Standards I, III*

**Required Text:** Teaching Students to be Peacemakers, 4th ed., ISBN #0939603225. Textbook can be ordered at [www.co-operation.org/books-and-materials](http://www.co-operation.org/books-and-materials)

---

## TEACHING THROUGH LEARNING CHANNELS™\*

**UNY 825 Adelphi University – Also Available Online**

This course focuses on helping experienced and beginner educators understand how to increase student achievement by addressing the brain's natural learning channels. **3 graduate credits.** *Teaching Standards I, III, IV*

**Required Text for Classroom Course Only:**

Available as an electronic download through ELT for purchase price of \$65. Payment due at time of registration and is included in tuition price.

Participants may print materials prior to class or bring laptop/ipad to access text online during class.

**Required Text for Online Course Only:** No textbook needed. Participants will take the Kaleidoscope Profile online after the course begins.

---

## THE 21ST CENTURY CLASSROOM: HOW PROBLEM-BASED LEARNING WITH TECHNOLOGY CAN TRANSFORM STUDENT LEARNING IN THE DIGITAL AGE\*

**CURI 6528 SUNY Empire State College** (was previously EDU 661109) – **Also Available Online**

This practical course is designed to enable K-12 educators to synthesize newly framed requirements for highly effective teaching (APPR), the 21st Century Skills, the Learning Standards, existing research on best instructional practices, technology use and assessment into a high performing classroom that can transform their students' learning and ready students for college and career success in a global, digital world. The course shows educators the practical "how-to" create innovative but easy to implement, standards- aligned project-based learning units that integrate intuitive digital tools into daily differentiated instruction. **3 graduate credits.**

*Teaching Standards I, III, IV*

**Two Required Texts for Classroom Course Only:**

Enriched Learning Projects: A Practical Pathway to 21st Century, ISBN # 9781934009741 & Participant Manual available as a download via Frontline.

**Required Text for Online Course Only:** Enriched Learning Projects: A Practical Pathway to 21st Century, ISBN #9781934009741

---

## THE ROLE OF DATA, ASSESSMENTS AND INSTRUCTION TO RAISE STUDENT ACHIEVEMENT

**CURI 6529 SUNY Empire State College** (was previously EDU 661104) – **Also Available Online**

This course will provide participants with a better understanding of the realities of data use and will empower users to identify and use data more appropriately to identify school wide priorities, inform instruction and enhance student learning.

**3 graduate credits.** *Teaching Standards I, III, V*

**Required Text for Classroom Course Only:**

Available as a download via Frontline.

**Two Required Texts for Online Course Only:** Data Dynamics: Aligning Teacher Team, School, & District Efforts, ISBN #9781935542230 & Transformative Assessment, ISBN# 9781416606673

# COURSE DESCRIPTIONS

---

## THE TEACHING OF WRITING AND THE WRITING PROCESS

### **EDUC 590M Mercy College – Online Course**

The interrelationship of teaching and writing are examined. Process writing and interactive methodologies will be reviewed. Emphasis will be placed on defining and describing the interactive writing process within the broader language and literacy. Ten hours of fieldwork required. **3 graduate credits. *Teaching Standards II, III, V***

**Two Required Texts:** Teaching Writing: Balancing Process and Product, 6th edition, ISBN #9780132484817 & The Reading/Writing Connection: Strategies for Teaching & Learning in the Secondary Classrooms, ISBN#9780137056071

---

## THEORY AND PRACTICE IN BILINGUAL EDUCATION\*

### **EDUC 508 Mercy College – Online Course**

This course is designed to prepare bilingual and ESOL teachers to successfully work with language minority students, in the context of bilingual/ESL programs. It includes the study of the historical, psychological, social, cultural, political, theoretical, and legal foundations of bilingual education programs in the United States. Students will examine and analyze different bilingual program models so that they may apply such knowledge to the implementation of pedagogically effective practices for second language learners using both the L1 and L2, in curriculum implementation. Communication with parents and families, concerning students' academic and social outcomes will be highlighted. In addition, the use of community resources, programs and services to effectively improve instruction in bilingual programs will be discussed. 10 hours of fieldwork required.

**3 graduate credits. *Teaching Standards I,II, III, IV***  
**Required Text:** Bilingual and ESL Classroom: Teaching in Multicultural Context, 5th edition, ISBN #9780073378381

---

## TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM

### **EDV 655 Medaille College – Online Course Available to NYSUT Members Only**

This course is an invitation to reflect, explore, and anchor professional practices in the current literature and growing research base in support of DI. This course is designed for anyone working with a diverse learning population across the K-12 spectrum and will have the most direct application to professionals serving students within a mixed-ability classroom setting. **3 graduate credits.**

***Teaching Standards II, III, IV, VII***

**Required Text:** Included in the cost of tuition. Materials will be sent out directly from Virtual Education Software, Inc. (VESi) within 7 - 10 business days after registering.

---

## UNDERSTANDING AGGRESSION: COPING WITH AGGRESSIVE BEHAVIOR IN THE CLASSROOM\*

### **EDV 660 Medaille College – Online Course Available to NYSUT Members Only**

Learn to evaluate aggressive behavior and implement interventions that de-escalate potentially violent situation. **3 graduate credits. *Teaching Standards IV***

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS

### **EDV 665 Medaille College – Online Course Available to NYSUT Members Only**

In this course you will learn a number of factors that contributed to the overall design of the Common Core Standards as well as practical pedagogical approaches that will support practitioners working toward deeper implementation. We will reflect on the instructional “shifts” emphasized throughout the Common Core Standards and contextualize the shifts based on the diverse population of students course participants serve. **3 graduate credits.**

***Teaching Standards I, II, III***

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

# COURSE DESCRIPTIONS

## USING RTI FOR SCHOOL IMPROVEMENT\*

**CURI 6524 SUNY Empire State College** (was previously EDU 661107) – **Also Available Online**

Participants will understand the RTI process, its impact upon teaching and learning, and apply strategies and data-based decision-making in process implementation **3 graduate credits**.

*Teaching Standards I, II, III, IV, VII*

**Two Required Texts for Classroom & Online**

**Courses:** Using RTI for School Improvement: Raising Every Student's Ach. Scores, ISBN #9781412966412 & Participant Manual available as a download via Frontline.

## WHY DI?... AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION

**EDV 675 Medaille College – Online Course Available to NYSUT Members Only**

This course is designed to give an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. **3 graduate credits**.

*Teaching Standards II, III, IV, VII*

**Required Text:** Included in the cost of tuition.

Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## WRITING AS LEARNING K-12\*

**UNY 728 Adelphi University**

**CURI 6566 SUNY Empire State College**

The New York State Next Generation Learning Standards will require students to write completely and competently in every subject. This course will help assist teachers in implementing a systematic plan for teaching writing developmentally and consistently in every subject area. It will help students to examine and learn writing strategies that guide them in producing the widest possible range of writing products. Each of the strategies is designed to foster creative thinking, analysis and synthesis. All of the strategies are adaptable from levels K-adults.

Participants in the course produce a wide range of written products to provide them the practice in using the strategies. This allows the participants to learn through application and internalize the understanding of each strategy. Writers have opportunities to work

solo, in pairs, and in groups, fostering collaboration and cooperation.

**3 graduate credits. Teaching Standards I, II, III**

**Required Text:** Writing as Learning A Content Based Approach, 2nd ed., ISBN #9781412949613

## UNDERGRADUATE COURSES

### ADVANCED CLASSROOM MANAGEMENT: CHILDREN AS CHANGE AGENTS

**EDV 300 Medaille College – Online Course**

**Available to NYSUT Members Only**

This course was developed as an alternative to traditional behavior modification approaches to changing student behavior. Although the course discusses and supports several behavior modification techniques, it goes beyond the boundaries of this approach. ACM teaches a social-cognitive approach to behavioral remediation. It compares and contrasts the two approaches, allowing students to gain a knowledge and understanding of each, but not refuting the use of either approach. **2 undergraduate credits**.

**Required Text:** Included in the cost of tuition.

Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

### ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING

**EDV 305 Medaille College – Online Course**

**Available to NYSUT Members Only**

Explore the history of ADD and ADHD, currently accepted methods to assess and identify students with the ADD/ADHD, and strategies and medications currently used to treat the disorder. **2 undergraduate credits**.

**Required Text:** Included in the cost of tuition.

Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.



# COURSE DESCRIPTIONS

## AUTISM & ASPERGER'S DISORDER

**EDV 306 Medaille College – Online Course**

**Available to NYSUT Members Only**

Understand the behavior and develop effective coping strategies for individuals and educators. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## BEHAVIOR IS LANGUAGE

**EDV 315 Medaille College – Online Course**

**Available to NYSUT Members Only**

Examine student behavior and strategies that facilitate positive student change. **3 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## CHILD ABUSE

**EDV 307 Medaille College – Online Course**

**Available to NYSUT Members Only**

Learn to identify and assist students affected by abuse and/or neglect. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## DRUGS & ALCOHOL IN SCHOOLS

**EDV 325 Medaille College – Online Course**

**Available to NYSUT Members Only**

Addiction is defined as a “biopsychosocial” disease. Drugs & Alcohol in Schools will explore each of these three elements individually, and then, discuss their interactions and impact on the substance using person. The information will be further processed in order to more readily translate that information into practical application in the classroom. Since the course is designed to increase your understanding and awareness of drugs and addiction, the final chapter builds upon what you have learned and offers options for how to respond. These options look at how to most effectively and appropriately

manage the effects of substance use as it impacts your students and classroom. A review of various support groups and resources that are available is included. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM

**EDV 350 Medaille College – Online Course**

**Available to NYSUT Members Only**

This course is designed to further develop the attitudes, knowledge, and conceptual and technical skills required by teachers to help them identify the educational goals of students and to select or design and implement relevant, meaningful, and beneficial instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## HARASSMENT, BULLYING & CYBER-INTIMIDATIONS IN SCHOOLS

**EDV 355 Medaille Colleges – Online Course**

**Available to NYSUT Members Only**

This course will discuss definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. The course will address what we know about these troubling areas. We will then explore preventative strategies as well as how school staff can address these issues when they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

# COURSE DESCRIPTIONS

## **INCLUSION: WORKING WITH STUDENTS WITH SPECIAL NEEDS IN GENERAL EDUCATION CLASSROOMS**

**EDV 400 Medaille College – Online Course**

**Available to NYSUT Members Only**

This course was written to help teachers understand concepts and terms related to educating students in inclusive classrooms. This course helps teachers learn about the continuum of placements school systems can use in providing special education and related services to students with disabilities. Information discussed is also designed to help you understand the federal definition of students entitled to special education services, as well as procedures you can use in determining whether these students can be educated in the regular classroom. The course also identifies and describes the roles and responsibilities of special and general educators in providing special education services to students educated in inclusive classrooms and instructional and classroom management strategies teachers can use to work with these students in the least restrictive environment. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## **INFANT & TODDLER MENTAL HEALTH: ISSUES & INFORMATION FOR EDUCATORS**

**EDV 401 Medaille College – Online Course**

**Available to NYSUT Members Only**

The course has been divided into four chapters that are designed to inform parents, professionals, and care providers by: providing an overview of the core concepts of early development; reviewing developmental milestones; exploring current research on brain development; examining what curriculum looks like for infants and toddlers; exploring the importance of early attachment; reviewing different temperament traits; and providing suggestions for strengthening families. Upon completing this course you should have the basic framework for understanding the critical role of infant and toddler mental health, as well as developmental knowledge of children from birth to thirty-six months. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition.

Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering

## **LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER**

**EDV 410 Medaille College – Online Course**

**Available to NYSUT Members Only**

Learning Disabilities: Practical Information for the Classroom Teacher, is an interactive computer-based instruction undergraduate course, that provides an introduction to the field of Learning Disabilities for special education teachers, general classroom teachers, integration teachers and related professionals, especially those working in the areas of language, psychology and counseling.

**3 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## **READING & WRITING CONTENT AREA**

**EDV 415 Medaille College – Online Course**

**Available to NYSUT Members Only**

This undergraduate course offers instruction in teaching reading and writing in various subject matter fields at the secondary level. The material stresses the skills of vocabulary building, comprehension, and writing, as well as methods for motivating adolescents to read and write. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## **READING FUNDAMENTALS #1: AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH**

**EDV 416 Medaille College – Online Course**

**Available to NYSUT Members Only**

Three-course Reading Fundamentals Course. Reading Fundamentals supports the concept of scientifically-based reading research to develop a phonetically-based approach to reading assessment, instruction, evaluation, and remediation. The course discusses the



# COURSE DESCRIPTIONS

research that supports scientifically-based research as it applies to phonetically-based instruction, assessment, and evaluation. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION

**EDV 417 Medaille College – Online Course  
Available to NYSUT Members Only**

Three-course Reading Fundamentals Course

The purpose of this second course is to lay the foundation for effective reading instruction. As part of this course, you will learn about the elements of effective instruction. It is important that all teachers have a firm understanding of effective instructional procedures. Teachers benefit, and more importantly, students benefit, both in terms of their behavior and their academic performance, from effective instruction. Further, you will learn about the importance of reading instruction and read some sobering statistics on reading performance in this country and what happens when individuals are not proficient in reading. **2 undergraduate credits**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT\*

**EDV 420 Medaille College – Online Course  
Available to NYSUT Members Only**

Three-course Reading Fundamentals Course

This course will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these two key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction, and future directions. These five elements include instruction in: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

**2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## RESPONSE TO INTERVENTION: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER

**EDV 480 Medaille College – Online Course  
Available to NYSUT Members Only**

RTI is a process schools can and should use to help students who are struggling with academics or behavior. Even though RTI is primarily linked to special education and the early identification of learning problems, RTI is not just for students in special education. RTI is for all students and is based on the premise that a student might be struggling due to instruction or the curriculum in the past, or in the current classroom. Every teacher will have students who are struggling and whether it's short term or long term, RTI is a valuable tool. **3 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## SIX TRAITS OF WRITING MODEL: TEACHING & ASSESSING

**EDV 425 Medaille College – Online Course  
Available to NYSUT Members Only**

This course will discuss why writing is important and why teachers should include writing as often as possible in all content areas. The course will also include practical applications for assessing and teaching writing, including teaching students how to self-assess their own writing. The first chapter of this course will discuss why teaching writing is important and give you an introduction to the Six Traits of Writing Model. Through chapters 2, 3, and 4 we will discuss the elements of the Six Traits of Writing Model. Throughout those elements we will look at practical ways to use this model in your classroom. **2 undergraduate credits.**

**2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

# COURSE DESCRIPTIONS

## **TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS**

### **EDV 418 Medaille College – Online Course Available to NYSUT Members Only**

This course was designed to help you achieve a better understanding of the talented and gifted student, methods used in identification, and strategies for instruction of these students in an inclusive classroom. Talented & Gifted provides information on the history of the exceptional in relation to education, current law, and accepted methods for referral, assessment, and identification of these students. The course also covers methods of differentiating instruction to meet the rate and level of learning of those students identified. The course gives you an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## **TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM**

### **EDV 419 Medaille College – Online Course Available to NYSUT Members Only**

This course will help you understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. It will emphasize understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values. Students will be challenged to apply knowledge of the richness of contributions from our diverse society to your teaching field. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## **TEACHING ELEMENTARY MATH CONCEPTUALLY: A NEW PARADIGM**

### **EDV 440 Medaille College – Online Course Available to NYSUT Members Only**

The course will explore an innovative teaching model that incorporates strategies for teaching concepts constructively and contextually. The goal

is for students to gain a deeper understanding of the underlying concepts of various math topics and to explore the principles of teaching those concepts to learners. The course will also explore the teaching methodology that supports learning the Common Core State Standards (CCSS). This course will focus on the topics of number sense, basic operations, and fractions. **2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## **TEACHING SECONDARY MATH CONCEPTUALLY: MEETING MATHEMATICS STANDARDS**

### **EDV 445 Medaille College – Online Course Available to NYSUT Members Only**

This course is designed to explain and connect the major concepts, procedures, and reasoning processes of mathematics. Current standards and practices in math education will be discussed to outline a teaching methodology that is conceptual, contextual, and constructive. Activities are presented to explain underlying concepts, and illustrate constructive teaching. The course has been divided into four chapters covering four math topics, i.e. integers, fractions, factoring, and functions. Emphasis is on exploring how to develop mathematical understanding in learners. **3 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

## **TRAUMATIZED CHILD: THE EFFECTS OF STRESS, TRAUMA & VIOLENCE ON STUDENT LEARNING**

### **EDV 450 Medaille College – Online Course Available to NYSUT Members Only**

This course is designed to help you identify and effectively teach students affected by stress, trauma and/or violence. It teaches you to recognize the signs of stress, trauma or violence in students. It also discusses the specific factors that exist in families and communities where stress and violence are common. A major emphasis in this course is on helping the participant understand the special learning needs

# COURSE DESCRIPTIONS

of the student who is experiencing stress, trauma or violence in his/her life and how to meet his/her needs in the regular classroom. Working with parents and community agencies is also emphasized.

**2 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## TRY DI!: PLANNING & PREPARING A DIFFERENTIATED INSTRUCTION PROGRAM

**EDV 455 Medaille College – Online Course Available to NYSUT Members Only**

This course is designed to provide you an opportunity to learn about an instructional framework, Differentiated Instruction (DI), aimed at creating supportive learning environments for diverse learning populations. The course reflects an approach that aligns the principles of DI with the practices of DI. This course follows *Why DI?: An Introduction to Differentiated Instruction*, which addressed the What, Why, and Who of a classroom that reflects a DI approach. This course is designed for anyone working with a diverse learning population across the K-12 spectrum and will have the most direct application to professionals serving students within a mixed-ability classroom setting. **3 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## UNDERSTANDING AGGRESSION: COPING WITH AGGRESSIVE BEHAVIOR IN THE CLASSROOM

**EDV 460 Medaille College – Online Course Available to NYSUT Members Only**

This course is about violence in America, about the aggression in our schools, classrooms, streets, homes and elsewhere. The course speaks to the hate, the fights, the anger, the crimes committed and the victims in our schools and society. It is a course about students, children, teenagers, adults and neighbors, all of us. The goal of this course is to help educators and adults in general better understand how aggression affects our lives and the lives of children.

**3 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS

**EDV 465 Medaille College – Online Course Available to NYSUT Members Only**

In this course you will learn a number of factors that contributed to the overall design of the Common Core Standards as well as practical pedagogical approaches that will support practitioners working toward deeper implementation. We will reflect on the instructional “shifts” emphasized throughout the Common Core Standards and contextualize the shifts based on the diverse population of students course participants serve. **3 undergraduate credits.**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

---

## VIOLENCE IN SCHOOLS: IDENTIFICATION, PREVENTION & INTERVENTION STRATEGIES

**EDV 470 Medaille College – Online Course Available to NYSUT Members Only**

This class will focus on developing new ways of handling violence without getting involved in the typical power struggles. Students will learn specific strategies and practical ideas to aid in the reduction of school violence. Key intervention ideas for developing a civil climate within each school will be presented, and identification and recognition of potential violence will be discussed. Included in this approach will be an emphasis on safety for students and educators. This course is not attempting to be a “cure all” or “fix it” approach, but will aid educators in their ability to develop a safer environment in a school and community. **2 undergraduate credits**

**Required Text:** Included in the cost of tuition. Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.

# COURSE DESCRIPTIONS

## WHY DI?... AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION

**EDV 475 Medaille College – Online Course**

**Available to NYSUT Members Only**

This course is designed to give an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. 3

**undergraduate credits**

**Required Text:** Included in the cost of tuition.

Materials will be sent directly from Virtual Education Software, Inc. (VESi) within 7-10 business days after registering.





Achieve  
the best  
with NYSUT  
Education &  
Learning Trust.

*Visit [elt.nysut.org](http://elt.nysut.org),  
call 1-800-528-6208  
or [eltmail@nysutmail.org](mailto:eltmail@nysutmail.org)*

**NYSUT Education & Learning Trust  
800 Troy-Schenectady Road, Latham, NY 12110**