ELT

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Education &
Learning Trust

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SPRING 2018

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ELT Professional Learning Courses and Seminars

f Be a fan.

Fellow NYSUT Members:

Be the union!

NYSUT's Education & Learning Trust (ELT) is proud to offer graduate and undergraduate course work, in-service programs, degree partnership programs and seminars that provide high-quality professional learning- online and site-based. In addition to quality, hands-on experiences, ELT has been approved as a Continuing Teacher and Leader Education (CTLE) provider by New York State Education Department. 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 has more than 35 years experience! We are local, and in convenient locations throughout New York State. ELT offers the latest and most relevant research-based strategies and resources, taught by your colleagues-fellow teachers and school-related professionals. Educators, who are walking in your shoes, know of your challenges and can relate and provide strategies pertaining to most educational settings and situations.

We hope you will take advantage of the opportunities for professional growth! Please visit our website www.elt.nysut.org to see what we have to offer.

In solidarity,
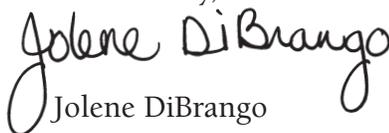
Jolene DiBrango
NYSUT Executive Vice President

Complete course descriptions, refund policy and
current course updates can be found online at 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

ABOUT THE SPRING 2018 CATALOG

ELT courses meet the high academic standards of our higher education partners. The colleges have strict guidelines and expectations which ELT must adhere to for approving both our instructors as well as our courses.

ELT programs are modeled on best practices, current research-based strategies, classroom application, and are built on the principle of "members teaching members". The NYS Teaching Standards were developed to provide a common foundation to improve teaching and learning in New York State. ELT has aligned all teacher seminars and courses to the teaching standards to assist our members in their professional development choices. For further information on the New York State Teaching Standards go to elt.nysut.org.

ELT's Spring 2018 Catalog of Professional Learning Courses and Seminars offers online and classroom courses for graduate, undergraduate and inservice credit as well as seminars. Many courses may be used to satisfy degree requirements as well as electives. We offer professional development training in important public education issues, such as school quality, student achievement, the achievement gaps, teacher retention, special education, cultural diversity, classroom management, and more.

With you in mind our online and classroom courses are designed to fit your schedule!

NYSUT Education & Learning Trust is now an approved Sponsor of Continuing Teacher and Leadership Education (CTLE).

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COURSE SCHEDULES BY REGION

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

NYSUT Members will receive 33% off graduate tuition

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*. 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*. 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*.

For registration assistance or questions, please call 800-528-6208 or email *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* or by fax 518-213-6456.
Visit *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
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* 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 pursing 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 under additional pedagogy.

- **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, must pass the Content Specialty Test for Students with Disabilities, must pass the Content Specialty Test (CST) - Multi-Subject: Secondary Teachers (Grade 7 - Grade 12), as well as complete the three-hour Autism workshop. (ELT is an approved provider for the mandated three-hour Autism workshop).

CERTIFICATION COURSES

LITERACY:

For Certificate Titles that Require 6 Semester Hours in Literacy:

- **Teaching Literacy Skills Methods:**
  - **UNY 717:** Beginning Reading, Grades PreK-2 Online
  - **UNY 802:** Enhancing Literacy for All Students
  - **RDG 663:** Creating a Balanced Reading & Writing Program
  - **EDU 2917:** VESi-Reading Fundamentals #3 The Elements of Effective Reading Instruction & Assessment (Undergraduate credit)
- **Teaching Literacy Skills:**
  - **UNY 728:** Writing as Learning
  - **UNY 801:** Reading & Writing Across Content Areas
  - **EDU 661110:** Reading Across the Curriculum
- **For Literacy Certification in the Competency Area of Literacy Instruction and Assessment:**
  - **UNY 717:** Beginning Reading, Grades PreK-2 Online
  - **UNY 802:** Enhancing Literacy for All Students
  - **RDG 663:** Creating a Balanced Reading & Writing Program

VARIOUS CERTIFICATE TITLES:

- **Adolescent Development Level, Grades 7-12, Pedagogical Core**
  - **EDU 661117:** Adolescent Development Grades 7-12
  - **EDU 661220:** Adolescent Literacy, Grades 7-12
- **Early Childhood Developmental Level**
  - **UNY 717:** Beginning Reading, Grades PreK-2
  - **EDUC 513M:** Introduction to Early Childhood Education: Foundations, Methods, and Materials
- **5-6, 7-9 Extensions**
  - **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
- **Guidance (Approved for the 60 required credits)**
  - **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
  - **EDU 661127, UNY 701 & EDN 660:** Designing Motivation for All Learners
  - **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
  - **EDU 661129, UNY 705:** Brain Based Ways We Think and Learn
  - **SED 672:** Multiple Intelligences: Theory and Practice
  - **UNY 807:** Applied Behavior Analysis
  - **UNY 811:** Cultural Proficiency
  - **UNY 809:** Cyber Bullying
  - **UNY 706:** Creative Controversy

- **Guidance (Approved for the 60 required credits)** *continued*

  EDU 661100 & UNY 824: Bullying: Preventing the Problem
  EDU 661107: Using Response to Intervention (RTI) for School Improvement
  EDU 661101: Building Positive Connections with Diverse Families and Communities
  UNY 825: Teaching Through Learning Channels
  EDU 661109: The 21st Century Classroom: How Problem-Based Learning with Technology Can Transform Student Learning in the Digital Age
  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
  EDU 661118: Activating a Motivated and Engaged Brain: The SEEKING System
  EDU 661119: Social-Emotional Learning: A New Approach

- **Human Development & Learning**

  EDU 661117: Adolescent Development Grades 7-12
  SED 672: Multiple Intelligences Theory & Practice
  ED 134: Human Development in the Educational Content (Undergraduate Credit)

- **Childhood/Adolescent Literature**

  UNY 820: Multicultural Children's Literature

- **Literacy in the Content Areas**

  UNY 801: Reading & Writing Across Content Areas
  EDU 661110: Reading Across the Curriculum

- **Professional Certification – 12 Credits in Content**

  EDC 686: Increasing Middle Level Math

- **Bilingual Extension**

  EDUC 505: Teaching English as a Second Language (ESL Methods course)
  EDUC 508: Theory and Practice of Bilingual Education

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

  ED 210: Introduction to Exceptionalities (Undergraduate Credit)

- **English Language Arts of Communication Skills**

  CM 110: Introduction to Human Communication (Undergraduate Credit)

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

  ED 343: Curriculum Instruction and Assessment (Undergraduate Credit)

- **Student Development Level Childhood Education Grades 1-6**

  EDU 661115: Literacy Instruction in the Elementary Classroom

- **Advanced Certificate in Teaching English to Speakers of Other Languages**

  EDUC 505: Teaching English as a Second Language

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* to ensure receipt of log-in info.

Courses will run in two sessions:

8 WEEK COURSES:
Session I: 2/12-5/6/18 (registration deadline is 2/7/18)
Session II: 3/12-5/4/18 (registration deadline is 3/7/18)
10 WEEK COURSES:
Session I: 2/12-4/20/18 (registration deadline is 2/7/18)
Session II: 3/12-5/18/18 (registration deadline is 3/7/18)

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.* Students are required to have the proper text(s)** by the class start date.

8 WEEK COURSES 2/12-5/6/18 OR 3/12-5/4/18

READING ACROSS THE CURRICULUM*
      EDU 661110 SUNY Empire State College
SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY®*
      EDU 691 The College of Saint Rose
TEACHING THROUGH LEARNING CHANNELS*
      UNY 825 Adelphi University

10 WEEK COURSES 2/12-4/20/18 OR 3/12-5/18/18

ADOLESCENT DEVELOPMENT GRADES 7-12*
      EDU 661117 SUNY Empire State College

ADOLESCENT LITERACY GRADES 7-12*
      EDU 661220 SUNY Empire State College

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

BUILDING MATHEMATICAL UNDERSTANDING FOR GRADES 3-5
    EDU 661116 SUNY Empire State College

BUILDING POSITIVE CONNECTIONS WITH DIVERSE FAMILIES AND COMMUNITIES*
    EDU 661101 SUNY Empire State College

BULLYING: PREVENTING THE PROBLEM*
    EDU 661100 SUNY Empire State College

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
    EDU 661113 SUNY Empire State College

DIMENSIONS OF LEARNING AND LITERACY
    EDUC 648 Mercy College

ENCOURAGING STUDENT RESPONSIBILITY & DISCIPLINE*
    EDU 671 The College of Saint Rose

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
    EDU 661114 SUNY Empire State College

INTEGRATED CO-TEACHING: STRATEGIES ENHANCING STUDENT ACHIEVEMENT
    EDU 661102 SUNY Empire State College

INTRODUCTION TO EARLY CHILDHOOD EDUCATION*
    EDUC 513M Mercy College

LEARNING TECHNOLOGY ACROSS THE ENGLISH LANGUAGE ARTS CURRICULUM
    EDUC 573 Mercy College

LITERACY INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS
    EDUC 561M Mercy College

LITERACY INSTRUCTION IN THE ELEMENTARY CLASSROOM*
    EDU 661115 SUNY Empire State College

ONLINE COURSES

MATH MADE MEANINGFUL
> EDC 663 The College of Saint Rose

MAXIMIZING THE LEARNING ENVIRONMENT FOR INCREASED STUDENT ACHIEVEMENT AND GROWTH
> EDU 661111 SUNY Empire State College

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*
> EDU 661109 SUNY Empire State College

THEORY AND PRACTICE OF BILINGUAL EDUCATION*
> EDUC 508 Mercy College

THE ROLE OF DATA, ASSESSMENTS AND INSTRUCTION TO RAISE STUDENT ACHIEVEMENT
> EDU 661104 SUNY Empire State College

THE TEACHING OF WRITING AND THE WRITING PROCESS
> EDUC 590M Mercy College

USING RTI FOR SCHOOL IMPROVEMENT*
> EDU 661107 SUNY Empire State College

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.*

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

UNDERGRADUATE COURSES

Students must receive a minimum score of 73% or higher on each exam and complete all writing assignments in order to pass the course(s).

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

EDU 2091 Concordia College – 2 credits

AUTISM & ASPERGER'S DISORDER

EDU/SWK 2902 Concordia College – 2 credits

BEHAVIOR IS LANGUAGE

EDU 2903 Concordia College – 3 credits

CHILD ABUSE

EDU/SWK 2904 Concordia College – 2 credits

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

EDU 2915 Concordia College – 2 credits

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

EDU 2916 Concordia College – 2 credits

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

EDU 2917 Concordia College – 3 credits

EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM

EDU 2920 Concordia College – 2 undergraduate credits

UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS

EDU 2927 Concordia College – 3 credits

WHY DI? AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION

EDU 2924 Concordia College – 3 credits

VESi ONLINE COURSES

GRADUATE COURSES

Students are required to submit a final paper in addition to the assignments noted in the syllabus.

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 510 Medaille College – 2 credits

BEHAVIOR IS LANGUAGE
EDV 515 Medaille College – 3 credits

CHILD ABUSE
EDV 520 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 605 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

GRADUATE COURSES

READING FUNDAMENTALS #1:
AN INTRODUCTION TO SCIENTIFICALLY-BASED RESEARCH
> **EDV 620 Medaille College – 2 credits**

READING FUNDAMENTALS #2:
LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION
> **EDV 625 Medaille College – 2 credits**

READING FUNDAMENTALS #3: THE ELEMENTS OF EFFECTIVE READING INSTRUCTION & ASSESSMENT
> **EDV 630 Medaille College – 3 credits**

TALENTED & GIFTED: WORKING WITH HIGH ACHIEVERS
> **EDV 635 Medaille College – 2 credits**

TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM
> **EDV 645 Medaille College – 2 credits**

TEACHING ELEMENTARY MATH CONCEPTUALLY
> **EDV 640 Medaille College – 2 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.

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 or contact the Mercy College faculty identified in the Key Contact Information sections on our website at 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

TESOL / BILINGUAL

The Education & Learning Trust and Mercy College have partnered to make it easier for teachers to pursue New York State Teaching English to Speakers of Other Languages and Bilingual certification through its expanded online programs.

These ELT/Mercy programs include:

BILINGUAL EXTENSION TO A TEACHING CERTIFICATE (15 CREDITS)

Applicants to the program are required to possess a NYS teaching certificate, and successfully complete the Bilingual Education Assessment (BEA). The Bilingual Extension certification requires training for the Dignity for All Students Act (DASA) and participation in a college supervised field experience.

NYSUT ELT CORE COURSE
- **EDUC 505:** Teaching English as a Second Language (3 credits)
- **EDUC 508:** Theory and Practice of Bilingual Education (3 credits)

MERCY COURSES
- **EDUC 509:** Linguistics and Language Development, from Birth through Adulthood (3 credits)
- **EDUC 602:** Native Language Arts and Social Studies in Bilingual Education (3 credits)
- **EDUC 604:** Mathematics and Science Bilingual Education (3 credits)

ADVANCED CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (12 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 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.

MERCY COLLEGE ADVANCED CERTIFICATE PROGRAM

NYSUT ELT is an approved provider of DASA training. Please contact us for more information.
See our website at elt.nysut.org for NYSUT/Mercy College TESOL and Bilingual Program Information flyer
and Frequently Asked Questions

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.*

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

CAPITAL DISTRICT

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS
EDU 661128 SUNY Empire State College
Latham-NYSUT HQ
Lori Groudas
1/23,30; 2/6,13,27; 3/6,13,20,27; 4/3; Tues.; 4:15-8:45

LOWER AND MID-HUDSON

15-HOUR INSERVICE COURSES

POVERTY AND THE IMPACT ON LEARNING
Kingston-NYSUT Regional Office
JoAnn Murphy-Genter
4/10,17,24; 5/1,8; Tues.; 4:00-7:00

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
3/16,17,18,23,24,25; Fri.; 3:30-8:00; Sat. & Sun.; 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
4/2-4/6; Mon.-Fri.; 8:30-5:30
$45 site fee to be collected at first class session

COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE
EDU 661108 SUNY Empire State College
Putnam/Northern Westchester BOCES
(Spon. by Hudson River Teacher Center)
David Fritz
4/2-4/6; Mon.-Fri.; 8:00-5:00
$40 site fee to be collected by teacher center

LOWER AND MID-HUDSON

CRITICAL AND CREATIVE THINKERS FOR A GLOBAL AGE (NEW!)
EDU 661126 SUNY Empire State College
Eastchester High School
(Spon. by Teacher Institute of Lower Westchester - TILW)
Tricia Calise
4/14,21,28; 5/5,12; Sat.; 8:00-5:00
$40 fee to be collected by teacher center

READING AND WRITING ACROSS THE CONTENT AREAS*
UNY 801 Adelphi University
Hartsdale-Yorktown BOCES
(Spon. by Hudson River Teacher Center at PNW BOCES)
Tricia Calise
1/6,13,20,27; 2/3; Sat.; 8:00-5:00
$40 fee to be collected by teacher center

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (STAR)*
EDU 691 The College of Saint Rose
Hartsdale-Yorktown BOCES
(Spon. by Hudson River Teacher Center at PNW BOCES)
Tricia Calise
3/3,7,10,14,21,24,28; Sat.; 8:00-5:00 & Wed.; 4:00-8:30
$40 fee to be collected by teacher center

TEACHING STUDENTS TO BE PEACEMAKERS*
UNY 823 Adelphi University
Yorktown Heights-Putnam Northern Westchester BOCES
(Spon. by Hudson River Teacher Center)
Jim Desimone
3/1,3,8,10,22,24,29; Thurs.; 4:15-8:15 & Sat.; 8:00-5:00
$40 site fee to be collected by teacher center

LONG ISLAND NASSAU

ONE GRADUATE CREDIT OR 15-HOUR INSERVICE COURSES

EMBEDDING STUDY SKILLS
EDC 683 The College of Saint Rose
Massapequa-Fairfield Elementary School (Room 12)
(Spon. by M-TRACT)
Dominick Genovese
4/21,28; Sat.; 8:30-5:30
$30 site fee collected by instructor

LONG ISLAND NASSAU

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

ACTIVATING A MOTIVATED AND ENGAGED BRAIN: THE SEEKING SYSTEM*
EDU 661118 SUNY Empire State College
North Massapequa-Plainedge High School
(Spon. by Plainedge Teacher Center)
Randi Azar
1/6,13,20,27; 2/3; Sat.; 8:30-5:30
$30 site fee to be collected by teacher center

Baldwin High School (Room 617 A/B)
(Spon. by the Baldwin Teacher Center)
Christina Eannuzzi
4/14,21,28; 5/5,12; Sat.; 8:00-5:00
$30 site fee to be collected by Teacher Center

APPLIED BEHAVIOR ANALYSIS*
UNY 807 Adelphi University
Garden City-Adelphi University Garden City Campus
Trish Burr
5/4,5,6,18,19,20; Fri.; 3:45-8:15; Sat. & Sun.; 8:00-5:00

BRAIN COMPATIBLE LEARNING*
UNY 714 Adelphi University
Garden City-Adelphi University Garden City Campus
Kathryn Travers
4/13,14,15,20,21,22; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

BUILDING COMMUNICATION AND TEAMWORK IN SCHOOLS*
UNY 704 Adelphi University
Hempstead Classroom Teacher's Association Office
(Spon. by the HCTA)
Carol Davis
2/19-2/23; Mon.-Fri.; 8:30-5:30

CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS
UNY 703 Adelphi University
North Massapequa-Plainedge High School
(Spon. by Plainedge Teacher Center)
Randi Azar
1/7,14,15,21,28; Sun. & Mon.; 8:30-5:30
$30 site fee to be collected by teacher center

LONG ISLAND NASSAU

COOPERATIVE LEARNING FOR STUDENTS WITH SPECIALS NEEDS*
SED 661 The College of Saint Rose
Freeport High School
(Spon. by Freeport Teachers Center)
Trish Burr
1/13,20,27; 2/3,10; Sat.; 8:00-5:00

CRITICAL AND CREATIVE THINKERS FOR A GLOBAL AGE (NEW!)
EDU 661126 SUNY Empire State College
North Massapequa-Plainedge High School
(Spon. by Plainedge Teacher Center)
Randi Azar
2/25; 3/3,4,10,11; Sat. & Sun.; 8:30-5:30
$30 site fee to be collected by teacher center

CRITICAL AND CREATIVE THINKERS FOR A GLOBAL AGE (NEW!)
UNY 832 Adelphi University
Garden City-Adelphi University Garden City Campus
Kathryn Travers
3/9,10,11,16,17,18; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

CULTURALLY RESPONSIVE TEACHING WITH DIVERSE LEARNERS (NEW!)
EDU 661125 SUNY Empire State College
Bellmore-John F. Kennedy HS
Franca Fiorentino
1/6,20,27; 2/3,10; Sat.; 8:00-5:00

DESIGNING MOTIVATION FOR ALL LEARNERS*
UNY 701 Adelphi University
Garden City-Adelphi University Garden City Campus
Kathryn Travers
1/5,6,7,12,13,20; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

Massapequa-Fairfield Elementary School (Room 12)
(Spon. by M-TRACT)
Dominick Genovese
1/6,20,27; 2/3,10; Sat.; 8:30-5:30
$30 site fee collected by instructor

LONG ISLAND NASSAU

DEVELOPING INNOVATORS AND INNOVATION SKILLS
UNY 827 Adelphi University
Massapequa-Fairfield Elementary School (Room 12)
(Spon. by M-TRACT)
Dominick Genovese
3/3,10,17,24; 4/14; Sat.; 8:30-5:30
$30 site fee collected by instructor

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS
EDU 661128 SUNY Empire State College
East Meadow-Woodland Middle School (Room 136)
(Spon. by East Meadow Teachers' Center)
Judy Bauer
3/10,17,24; 4/14,21; Sat.; 8:30-5:30

Port Washington-Weber Middle School
(Spon. by Port Washington Teachers Center)
Trish Burr
4/4,5,6,14,21; Wed.-Fri; Sat.; 8:00-5:00

Levittown Memorial Education Center (Room 420)
(Spon. by Levittown Teacher Center)
Judy Bauer
4/10,12,17,19,24,26; 5/1,3,8,10; Tues. & Thurs.; 4:00-8:30

MEDIATED LEARNING IN THE SPECIAL EDUCATION AND INCLUSIVE CLASSOOM
UNY 713 Adelphi University
North Massapequa-Plainedge High School
(Spon. by Plainedge Teacher Center)
Randi Azar
3/17,18,24,25; 4/14; Sat. & Sun.; 8:30-5:30
$30 site fee to be collected by teacher center

METHODS AND MATERIALS FOR STUDENTS WITH DISABILITIES*
EDUC 503M Mercy College
Baldwin High School (Library)
(Spon. by Baldwin Teachers Center)
Trish Burr
3/3,10,17,24; 4/7; Sat.; 8:00-5:00
$30 site fee to be collected by teacher center

LONG ISLAND NASSAU

PROFESSIONAL PORTFOLIOS
UNY 711 Adelphi University
Garden City-Adelphi University Garden City Campus
Kathryn Travers
2/2,3,4,9,10,11; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

STRATEGIES FOR THE INCLUSIVE CLASSROOM
UNY 826 Adelphi University
North Massapequa-Plainedge High School
(Spon. by Plainedge Teacher Center)
Randi Azar
5/5,6,12,19,20; Sat. & Sun.; 8:30-5:30
$30 site fee to be collected by teacher center

TEACHING STUDENTS TO BE PEACEMAKERS*
UNY 823 Adelphi University
North Massapequa-Plainedge High School
(Spon. by Plainedge Teacher Center)
Randi Azar
4/2,3,4,5,6; Mon.-Fri.; 8:30-5:30
$30 site fee to be collected by teacher center

THE 21ST CENTURY CLASSROOM*
EDU 661109 SUNY Empire State College
North Massapequa-Plainedge High School
(Spon. by Plainedge Teacher Center)
Randi Azar
4/15,21,22,28,29; Sat. & Sun.; 8:30-5:30
$30 site fee to be collected by teacher center

LONG ISLAND SUFFOLK

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

ACTIVATING A MOTIVATED AND ENGAGED BRAIN: THE SEEKING SYSTEM*
EDU 661118 SUNY Empire State College
Hauppauge-NYSUT Suffolk Regional Office
Christina Eannuzzi
3/30,31; 4/2,3,4; Fri.; Sat.; Mon.; Tues.; Wed.; 8:00-5:00

LONG ISLAND SUFFOLK

CREATIVE CONTROVERSY*
UNY 706 Adelphi University
Islip Terrace-East Islip HS
(Spon. by the Staff Dev. Center of the Islips)
Barbara Luna
3/3,10,17,24; 4/28; Sat.; 8:00-5:00

CRITICAL AND CREATIVE THINKINGS FORS A GLOBAL AGE (NEW!)
EDU 661126 SUNY Empire State College
Huntington Station-Walt Whitman High School
(Spon. by the South Huntington TC)
Barbara Luna
2/10,21,22,23; 3/2,9; Sat.; 8:00-5:00; Fri.; 4:00-8:30

CURRICULAR ASSESSMENT AND BEHAVIOR MANAGEMENT FOR STUDENTS WITH DISABILITIES*
EDUC 516M Mercy College
East Setauket-Ward Melville High School (Room 414)
Justine Buonovolonta
3/16,17,23,24; 4/13,20,21; Fri.; 4:00-8:30 & Sat.; 8:00-5:00

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOLS
EDU 661128 SUNY Empire State College
East Setauket-Ward Melville High School (Room 413)
Amy Cusumano
2/20,21,22,23,24; Tues.-Sat.; 8:00-5:00

METHODS AND MATERIALS FOR STUDENTS WITH DISABILITIES*
EDUC 503M Mercy College
East Setauket-Ward Melville High School (Room 414)
Justine Buonovolonta
2/20-2/24; Tues.-Sat.; 8:00-5:00

UTICA

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE
EDU 661108 SUNY Empire State College
New Hartford-NYSUT Utica Regional Office
Lorna DeSantis
2/3,22,23,24; 3/3; Sat.; Thurs. & Fri.; 8:00-5:00

UTICA

CRITICAL AND CREATIVE THINKINGS FORS A GLOBAL AGE (NEW!)
EDU 661126 SUNY Empire State College
Holland Patent Middle School (Room 205)
(Spon. by the Holland Patent Teacher Center)
Anna Giacobbe
1/29; 2/5,12,26; 3/5,12,19,26; 4/2,9; Mon.; 3:45-8:15
Class size limit of 18 participants

SYRACUSE

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

BLUEPRINTS FOR ACHIEVEMENT
EDU 670 The College of Saint Rose
Syracuse-NYSUT Regional Office
Fred Haag
2/19-23; Mon.-Fri.; 8:00-5:00

CRITICAL AND CREATIVE THINKERS FOR A GLOBAL AGE (NEW!)
EDU 661126 SUNY Empire State College
Baldwinsville-C.W. Baker High School (Room 1402)
Cheryl Meany
2/27; 3/1,6,8,13,15,20,22,27,29; Tues. & Thurs.; 4:00-8:30

Syracuse-NYSUT Regional Office
Fred Haag
3/3,10,24; 4/7,14; Sat.; 8:00-5:00

MULTIPLE INTELLIGENCES: THEORY & PRACTICE*
SED 672 The College of Saint Rose
Syracuse-NYSUT Regional Office
Fred Haag
4/23-4/27; Mon.-Fri.; 8:00-5:00

SOCIAL EMOTIONAL LEARNING: A NEW APPROACH*
EDU 661119 SUNY Empire State College
Syracuse-NYSUT Regional Office
Fred Haag
1/13, 20, 27; 2/3,10; Sat.; 8:00-5:00

WESTERN NEW YORK

THREE GRADUATE CREDIT OR 45-HOUR INSERVICE COURSES

BUILDING POSITIVE CONNECTIONS WITH DIVERSE FAMILIES AND COMMUNITIES*
EDU 661101 SUNY Empire State College
Williamsville-NYSUT Regional Office
Michele Amoia
3/27,28; 4/10,11,13,14,15,17; Tues.; Wed.; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS
UNY 703 Adelphi University
Lockport High School (Room 243)
David Lowrey
1/23,25,30; 2/1,6,8,27; 3/1,6,8; Tues. & Thurs.; 4:00-8:30

COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE
EDU 661108 SUNY Empire State College
Williamsville-NYSUT Regional Office
Rene Brock
1/5,6,7,19,20,21; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

Williamsville-NYSUT Regional Office
Heather Palmer Hall
5/4,5,6,8,10,11,12; Fri.; Tues.; Thurs.; Fri.; 4:30-9:00; Sat. & Sun.; 8:00-5:00

METHODS AND MATERIALS FOR STUDENTS WITH DISABILITIES*
EDUC 503M Mercy College
Jamestown-NYSUT Regional Office
Mary Galac
3/24,25,28; 4/7,8,11; Sat. & Sun.; 8:00-5:00 & Wed.; 4:30-9:00

SOCIAL EMOTIONAL LEARNING: A NEW APPROACH*
EDU 661119 SUNY Empire State College
Williamsville-NYSUT Regional Office
Mary Galac
2/20-2/24; Tues.-Sat.; 8:00-5:00

SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (STAR)*
EDU 691 The College of Saint Rose
Jamestown-NYSUT Regional Office
David Lowrey
3/2,3,4,16,17,18; Fri.; 4:00-8:30; Sat. & Sun.; 8:00-5:00

COURSE DESCRIPTIONS

SEMINARS

AUTISM SPECTRUM DISORDER: ADJUSTING THE EDUCATIONAL IMAGE
WKS PROF71

This three-hour training provides up-to-date information on the clinical and associated features of Autism Spectrum Disorders (ASD). Attention will be given to how these features manifest themselves and present unique instructional and learning challenges within educational settings. The seminar goes beyond the core features of the disorders and covers evidence-based, proactive strategies for helping children and adolescents with ASD succeed in schools today. **3 hours**

This workshop fulfills the state requirements for the 3 hour Autism training in the needs of students with Autism pursuant to Sections 3004(4) and (5) of the Education Law and Subpart 57-3 of the Regulations of the Commissioner of Education.

DIFFERENTIATED INSTRUCTION IN TODAY'S SCHOOL
WKS PROF89

This session is designed to raise awareness of research that supports differentiation and to examine the basic elements of two differentiation models. Participants will: Identify key components of differentiation. Design a tiered lesson and a choice board. **3 hours**

MENTORING FOR SUCCESS
WKS PROF1

This is a six-hour customized mentoring training. It is a seminar to prepare mentor teachers to work effectively with their mentees. The mentoring relationship is often a new one for both parties. Interpersonal skills needed for developing this relationship, especially those of confidentiality, trust, and communication will be emphasized. The seminar will also discuss: the rationale and goals for mentoring; the roles of the mentor, including the roles of coach and guide; and effective strategies for helping the mentee develop the reflective skills needed in order to learn and grow professionally. Participants will practice these skills and begin to develop an action plan to address their mentor/mentee relationship for this school year. **6 hours**

15-HOUR POVERTY AND THE IMPACT OF LEARNING
INS 812

This 15-hour inservice course is designed to explore the implications of poverty, socioeconomic issues, and the effects on education and learning. Focus will be centered on six types of poverty: generational, situational, absolute, relative, urban and rural. The course will engage participants in various activities that will assist in understanding how to effectively work with students from low socioeconomic status. During the program participants will discuss and examine how poverty affects the brain and learning, the importance of building relationships, connecting with the community, and creating a classroom environment that promotes learning through research-based practices. **15 hours**

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

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.

COURSE DESCRIPTIONS

ATTENTION DEFICIT/HYPERACTIVITY DISORDER: INFORMATION & INTERVENTIONS FOR EFFECTIVE TEACHING
EDV 505 Medaille College – Online Course
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 510 Medaille College – Online Course
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 520 Medaille College – Online Course
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
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
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

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
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
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 605 Medaille College – Online Course
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
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 620 Medaille College – Online Course
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.

READING FUNDAMENTALS #2: LAYING THE FOUNDATION FOR EFFECTIVE READING INSTRUCTION
EDV 625 Medaille College – Online Course
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 635 Medaille College – Online Course
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.

COURSE DESCRIPTIONS

TEACHING DIVERSITY: INFLUENCES & ISSUES IN THE CLASSROOM

EDV 645 Medaille College – Online Course

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

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

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

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

EDU 661118 SUNY Empire State College

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*
EDU 661117 SUNY Empire State College – 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*
EDU 661220 SUNY Empire State College
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.

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

COURSE DESCRIPTIONS

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 correspon- dence, 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
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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring laptop/ipad to access text online during class.

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
EDU 661129 SUNY Empire State College
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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** 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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring laptop/ipad to access text online during class.

BUILDING MATHEMATICAL UNDERSTANDING FOR GRADES 3-5
EDU 661116 SUNY Empire State College – 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.

BUILDING POSITIVE CONNECTIONS WITH DIVERSE FAMILIES AND COMMUNITIES*
EDU 661101 SUNY Empire State College – 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
EDU 661100 SUNY Empire State College - 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

COURSE DESCRIPTIONS

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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** 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
EDU 661108 SUNY Empire State College
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 through ELT for purchase price of $65. Payment due at time of registration and is included in tuition price. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** 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

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.

CRITICAL AND CREATIVE THINKERS FOR A GLOBAL AGE (NEW!)
EDU 661126 SUNY Empire State College
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*

CULTURALLY RESPONSIVE TEACHING WITH DIVERSE LEARNERS (NEW!)
EDU 661125 SUNY Empire State College
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*

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.

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
EDU 661127 SUNY Empire State College

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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring laptop/ipad to access text online during class.

DEVELOPING INNOVATORS AND INNOVATION SKILLS

EDU 661113 SUNY Empire State College - 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
EDU 661128 SUNY Empire State College
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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** 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

ENCOURAGING STUDENT RESPONSIBILITY & DISCIPLINE*

EDU 671 The College of Saint Rose - Also Available Online
Participants explore classroom management techniques and instructional strategies that address students' social and academic needs. **3 graduate credits.** *Teaching Standards I, II, III, IV*

Required Text for Classroom Courses: What to do with a Kid Who…Developing Cooperation, Self-Discipline, 3rd edition, ISBN #9781412937016

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

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

COURSE DESCRIPTIONS

INSTRUCTIONAL PLANNING, STRATEGIC TEACHING

EDU 661114 SUNY Empire State College – 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 on misconceptions of academic failure; curriculum orga- nization; 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

EDU 661102 SUNY Empire State College - 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

LEARNING DISABILITIES: PRACTICAL INFORMATION FOR THE CLASSROOM TEACHER*

EDV 610 Medaille College – Online Course

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.

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*
EDU 661115 SUNY Empire State College – 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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring laptop/ipad to access text online during class.

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
EDU 661111 SUNY Empire State College – 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.

COURSE DESCRIPTIONS

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 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 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 achievemenst. 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™*

EDU 661110 SUNY Empire State College - 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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** 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 630 Medaille College – Online Course

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*

EDU 661119 SUNY Empire State College

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 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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** Participants may print materials prior to class or bring laptop/ipad to access text online during class.

STUDENT ENGAGEMENT AND STANDARDS BASED LEARNING

EDU 661106 SUNY Empire State College

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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO**

WEEKS PRIOR TO COURSE START DATE. 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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** 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 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

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. **DIRECTIONS FOR ELECTRONIC DOWNLOAD WILL BE EMAILED TO PARTICIPANTS TWO WEEKS PRIOR TO COURSE START DATE.** 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.

COURSE DESCRIPTIONS

THE 21ST CENTURY CLASSROOM: HOW PROBLEM-BASED LEARNING WITH TECHNOLOGY CAN TRANSFORM STUDENT LEARNING IN THE DIGITAL AGE*
EDU 661109 SUNY Empire State College – 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
EDU 661104 SUNY Empire State College – 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

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

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
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
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.

USING RTI FOR SCHOOL IMPROVEMENT*

EDU 661107 SUNY Empire State College – 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
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
This course assists teachers in implementing a systematic plan for teaching writing developmentally and consistently in every subject area. Participants examine twelve writing strategies that guide participants through the English Language Arts Standards and their application to every content area. Participants produce a wide range of written products as they practice and apply the writing strategies. **3 graduate credits.** *Teaching Standards I, II, III*

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

COURSE DESCRIPTIONS

UNDERGRADUATE COURSES

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

EDU 2901 Concordia College

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

AUTISM & ASPERGER'S DISORDER

EDU/SWK 2902 Concordia College

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

EDU 2903 Concordia College

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

EDU/SWK 2904 Concordia College

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.

EDUCATIONAL ASSESSMENT: ASSESSING STUDENT LEARNING IN THE CLASSROOM

EDU 2920 Concordia College

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

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

EDU 2915 Concordia College

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 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

EDU 2916 Concordia College

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*
EDU 2917 Concordia College
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.

UNDERSTANDING & IMPLEMENTING COMMON CORE STANDARDS
EDU 2927 Concordia College
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

WHY DI?... AN INTRODUCTION TO DIFFERENTIATED INSTRUCTION
EDU 2924 Concordia College
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.

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