

Education

Conceptual Framework

The mission of the School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders to consider two essential questions throughout their studies and field experiences: Who am I in the lives of those with whom I work? Who am I in the life of my educational community? We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.

The motto of Russell Sage College, “To Be, To Know, To Do,” informs the educational purpose of Russell Sage College, where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. This motto is extended to form the basis for our programs.

Conceptual Framework: An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit’s operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

T-BIRDS — The key concepts of the conceptual framework:

- Technology: a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- Best Practices: the pedagogical knowledge, skills and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.
- Inclusion and Diversity: the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; and the ability to develop solutions that will enhance the learning experiences of all children; and the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.
- Reflection: the ability to reflect and assess one’s own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- Dispositions: the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- Service Learning: the strategies that integrate meaningful community service with instruction and reflection to enrich children’s learning experience, teach civic responsibility, and strengthen communities.

These elements are interrelated and integrated to prepare teacher candidates to assume roles as reflective facilitators of learning, combining knowledge and skills to exemplify those qualities and dispositions that characterize effective teachers.

National Accreditation

The School of Education received National Council for the Accreditation of Teacher Education (NCATE) accreditation in October 2001 (<http://www.ncate.org>).

Why does NCATE matter?

1. From a student's perspective, NCATE accreditation means that you will graduate from a program in Education that meets the highest standards in the field. You should make sure to note NCATE accreditation on your resume and be prepared to talk about the significance of this designation.
2. Few colleges and universities can claim this recognition. In New York State we are one of a small number of institutions accredited by NCATE. Across the nation, only 200 private colleges can claim NCATE accreditation. It is prestigious and difficult to achieve.
3. If you are applying for certification in other states, graduating from our NCATE programs will facilitate your receiving licensure in another state.
4. NCATE has helped us to articulate what qualities a Sage educator/counselor possesses. Our tenets – belief in full inclusion, valuing diversity, knowledge about best practices and reflection – will hold you in good stead as teachers/counselors and help you, we believe, articulate and distinguish your strengths in these broad areas.
5. Many of the portfolio assessments and documentation of pupils' learning are similar to tasks required for National Board Certification; we believe that NCATE has helped us to prepare better graduates who are able to help their students reach high standards. As you go forth in your career, we hope that you will find the kinds of experiences you received at Sage helpful as you seek to improve your professionalism.

National Accreditation Advantage

The Esteves School of Education has held continuous accreditation from the National Council for the Accreditation of Teacher Education (NCATE/CAEP) since October 2001. NCATE/CAEP accreditation means that graduates are recognized as having completed an Education program that meets the highest standards in the field. Sage graduates should note the NCATE/CAEP accreditation on their resumes and be prepared to talk about its significance.

Education Degrees and Certificates

Childhood/Literacy Education (M.S.)

Degree Type

M.S.

The Master of Science (M.S.) in Childhood/Literacy Education is a dual program designed for teachers who do not have a background in education and wish to become certified in both Childhood Education and Literacy Education. The program leads to two certificates, a benefit when seeking an elementary school position. Students gain experience in educating children in grades 1 - 6. Student teaching is offered in two placements, one in the early elementary grades and the other in the upper elementary grades, and students complete a clinical sequence in literacy as well.

All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

1. Undergraduate GPA of 3.0

2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Applicants for admission to the Childhood/Literacy Education program must have or must complete as a part of their program, the equivalent of a bachelors' degree in a liberal arts or science area. In addition, applicants to the Childhood/Literacy Education program must complete an assessment of writing skills.

This program is designed for candidates who hold a bachelor's degree with substantial preparation in liberal arts, but who have little or no background in professional education. The undergraduate preparation in liberal arts should represent the minimum requirements for undergraduate students in childhood education at Sage; deficiencies may be satisfied by coursework over and above the requirements of the approved program.

Program Summary

Prerequisite Courses

- **EDU-201:** Education and Society (3 credits)
- **EDU 206:** Educational Psychology (3 credits)

Item #	Title	Credits
EDU 576	Emergent Language & Literature	
PSY 570	Developmental Psychology	

Pedagogical Core

Phase I

Item #	Title	Credits
EDU 507	Responsive Classrooms: Valuing All Learners	3
EDU 503	Teaching All Learners in Elementary Schools	
EDU 574	Reading and Writing in the Content Areas	
EDU 588	Building Learning Communities	

Phase II

Item #	Title	Credits
EDU 555	Teaching Methods	
EDU 594	Research and Evaluation in Education	3

Phase III

Application for Student Teaching (Note: All EDU coursework, including NCR workshops, must be complete before student teaching)

Deadline: Application is due in the School of Education office the first week of class the semester prior to student teaching.

Item #	Title	Credits
EDU 649	Student Teaching/Elementary I	
EDU 650	Student Teaching/Elementary II	
RWL 572	Literacy Assessments	
RWL 620	Diagnosing Literacy Difficulties	
RWL 621	Teaching Striving Learners	
RWL 621P	Practicum: Diagnosis and Remediation of Reading/Writing Difficulties	

Additional Information

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

Esteves School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the Esteves School of Education should be aware that missing 1/4 (25%) or more of class sections MAY result in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of Esteves School of Education courses.

LiveText e-Portfolio System

The Esteves School of Education requires all students to subscribe to Live Text, an electronic portfolio system.

Total Credits

45

Childhood/Special Education (M.S.)

Degree Type

M.S.

Sage's dual program provides prospective educators with certification in both Childhood Education and in Special Education, enhancing candidates' employability when seeking positions in elementary schools.

All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Applicants for admission to the Childhood/Special Education program must have or must complete as a part of their program, the equivalent of a bachelors' degree in a liberal arts or sciences area. In addition, applicants to the Childhood/Special Education program must complete an assessment of writing skills.

This program is designed for candidates who hold a bachelor's degree with substantial preparation in liberal arts, but who have little or no background in professional education. The undergraduate preparation in liberal arts should represent the minimum requirements for undergraduate students in childhood education at Sage; deficiencies may be satisfied by coursework over and above the requirements of the approved program.

Program Summary

Prerequisite Courses

- Must be taken prior to program
 - **EDU-201:** Education and Society (3 credits)
 - **EDU 206:** Educational Psychology (3 credits)

Item #	Title	Credits
PSY 570	Developmental Psychology	

Pedagogical Core

Phase I

Item #	Title	Credits
EDU 507	Responsive Classrooms: Valuing All Learners	3
RWL 572	Literacy Assessments	
SED 555	Diagnosis and Assessment of Students with Disabilities	
EDU 555	Teaching Methods	
EDU 588	Building Learning Communities	
EDU 576	Emergent Language & Literature	

Phase II

Item #	Title	Credits
SED 531	High/Low Incidence Disabilities	
SED 532	Severe and Multiple Disabilities	
SED 533	Strategies for Mathematics: Students with Disabilities	
SED 582	Strategies for Literary Development: Students with Disabilities	
EDU 594	Research and Evaluation in Education	3

Phase III

Application for Student Teaching (Note: All EDU coursework, including non-credit workshops, must be complete before student teaching.)

Deadline: Application is due in the School of Education office the first day of class the semester prior to student teaching. Students choose to enroll in the EDU or SED section.

Item #	Title	Credits
SED 670	Special Education Student Teaching (Gr 1-3)	
SED 671	Special Education Student Teaching (Gr 4-6)	

Additional Information

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

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Total Credits	45
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Educational Leadership (Ed.D.)

Degree Type

Ed. D.

The School of Education is accredited by the Association for Advancing Quality in Educator Preparation (<https://aaqep.org>).

Educational Leadership

"Research shows that the leadership skills needed today are different from in the past, and preparation programs must adapt in order to better train people for leadership positions." (*Growing Tomorrow's Leaders Today: Preparing Effective School Leaders in New York State*, a publication of the New York State Board of Regents and the New York State Education Department).

The Doctor of Education program is designed to develop visionary educational leaders who are reflective and ethical practitioners and who will create learning communities where all children experience a sense of belonging, discover the excitement of learning, and demonstrate achievement individually and collaboratively. This program prepares graduates for roles as school district leaders and for leadership positions in educational coordination and policy making at local, regional, and statewide levels.

The program of study for the doctorate in educational leadership will:

- Provide advanced study in leadership and change theory for candidates entering significant leadership roles in school districts or other areas of broad educational influence;
- Lead to the creation of exceptional, inclusive learning communities in the schools and districts served by our graduates;
- Generate a forum for women and men of differing races and ethnicities to convene and challenge themselves as they investigate the effects of race, poverty, gender, and special needs on the achievement of children;
- Develop knowledgeable, engaged leaders who, as scholar practitioners, are skillful in the act of inquiry;
- Produce reflective and active educational leaders who respect the past but are not constrained by it in their thought or action on behalf of learners;
- Become a model of school - university cooperation in leadership development;
- Ignite and disseminate research-based decision-making and problem-solving for school districts in need.

Each candidate will intern throughout the first four semesters, experiencing the annual cycle of school district leadership functions. The internship competency areas relate specifically to the coursework of the semester. Candidates will serve the internship in two carefully selected school districts of varying socioeconomic status, one of which may be the district in which the candidate is currently working.

Area school districts, BOCES and other educational organizations provide research sites and work with program faculty to identify significant problems of practice for each cohort's dissertation, insuring that Ed.D. candidates' work is grounded in the real world. These partnerships provide relevancy for the research, build capacity for the school districts, and generate model university school district relationships. Candidates are expected to demonstrate competence individually and to work collaboratively, as a member of a research team to apply the research findings in the field, to understand the complex nature of the issues and problems that schools face, and to draw upon the richness and breadth of the university curriculum. The resulting research will not only address significant and real problems, concerns or questions, but will contribute to the knowledge base in the area of leadership practice.

Admission Requirements

The Program will be limited to qualified candidates who have completed a master's degree or degrees, with no fewer than 60 graduate credits of study in education or related areas, and a GPA of no less than 3.5 in graduate coursework. Potential candidates will also present teaching or leadership certification and demonstrate potential for educational leadership based on prior work experience. Other requirements include an application to Sage Graduate School, three letters of professional reference that address the candidate's potential in relationship to the NYSED nine essential characteristics of effective leaders, an on-demand writing sample to determine readiness and capability for scholarly writing, a current resume and a statement of career goals supporting the choice to enter doctoral study at this time, and participation in a personal admissions interview. See the Sage Graduate School admission requirements for more information.

Candidates for the program will be teachers, counselors, principals, and other mid-level professionals who have exhibited leadership potential through their work in schools, school systems, or other educational policy positions. The program is intended for practitioners and is designed to allow for continued employment throughout the period in which they will complete the program. Careful work with school and community leaders is intended to assist in increasing the numbers of highly qualified candidates from under-represented populations who enroll the doctoral program.

Degree Requirements

Candidates for the Ed.D. will complete 102 credits of graduate study, 46 of which must be completed in the Sage doctoral program. Those credits include core coursework, an experiential component integrated throughout the program, and a culminating research activities. The program is designed to be small; a maximum of 15 part-time candidates will be accepted. They will proceed through the program as a cohort that begins, after initial start up, every other year. The seven semester program design includes summer residencies, weekend format courses, online components, and interaction with state and national experts.

The Ed.D. in Educational Leadership is housed on Sage's Albany campus, with state of the art classrooms and small and large group meeting spaces. Additionally, extensive online resources including Moodle, databases, and journals support the online coursework of the candidates.

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Program Summary

Item #	Title	Credits
EDL 715	Educational Leadership: An Endeavor of Human Interaction	
EDL 735	School District Leader Internship I	
EDL 720	Leadership of Learning Communities	
EDL 736	School District Leader Internship II	
EDL 745	Introduction to Research Methods	
EDL 725	Accountability and Leadership for School Districts	
EDL 737	School District Leadership Internship III	
EDL 730	Law, Policy and Values	
EDL 741	Foundations of Inquiry I	
EDL 746	Research Methods I	
EDL 771	Dissertation Writing I	
EDL 742	Foundations of Inquiry II	
EDL 747	Research Methods II	
EDL 772	Dissertation Writing II	
EDL 743	Foundations of Inquiry III	
EDL 755	Doctoral Research I: Problems of Practice	
EDL 752	Diversity and System Leadership	
EDL 773	Dissertation Writing III	
EDL 756	Doctoral Research II: Problems of Practice	
EDL 744	Foundations of Inquiry IV	
EDL 774	Dissertation Writing IV	
EDL 748	Research Colloquium	
EDL 750	The System Leader	

- For Those students who need extended time to finish doctoral research:

Item #	Title	Credits
EDL 770	Doctoral Research Continuation	

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Total Credits

46

Instructional Leadership

Degree Type

Certificate

Added January 24, 2024 after New York State Education Department approval.

The Instructional Leadership Advanced Certificate program in the Esteves School of Education provides coursework on best practices for being an instructional leader and coaching teachers while fulfilling the New York State required coursework for earning School Building Leader (SBL) and School District Leader (SDL) certifications.

Current or aspiring Instructional Coaches can benefit from the program, even if they may not pursue a position as an assistant principal, principal, assistant superintendent, superintendent, or other administrative role. Aspiring P-12 education administrators will have the tools they need to improve student learning through a systems approach.

This program is unique because we formed it around the Professional Standards for Educational Leaders (PSEL).

PSEL Standard 1 Mission, Vision, and Core Values: Effective educational Leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

PSEL Standard 2 Ethics and Professional Norms: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

PSEL Standard 3 Equity and Cultural Responsiveness: Effective educational leaders strive for equity of education opportunity and culturally responsive practices to promote each student's academic success and well-being.

PSEL Standard 4 Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

PSEL Standard 5 Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

PSEL Standard 6 Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

PSEL Standard 7 Professional Community for Teachers and Staff: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

PSEL Standard 8 Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

PSEL Standard 9 Operations and Management: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

PSEL Standard 10 School Improvement: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Required Courses

Item #	Title	Credits
EDA 600	Leadership for Equity	3
EDA 601	Evidence into Action: Systems Planning	3
EDA 602	Data Literacy	3
EDA 603	Leadership of the Curriculum	3
EDA 604	Supervising Teaching & Learning: Building Capacity	3
EDA 605	Developing Purpose-Driven Professional Communities	3
EDA 606	Community of Care: Inclusive Family Engagement	3
EDA 607	Internship I or II	3

School District Leader (SDL) Courses

Credits determined with faculty advisement

Item #	Title	Credits
EDA 608	School District Leader	3-6
	Total Credits	27-30

Literacy/Special Education (Childhood) (M.S.)

The Esteves School of Education is accredited by the Association for Advancing Quality in Educator Preparation (<https://aaqep.org>).

M.S. in Literacy/Special Education (Childhood)

The dual masters in Literacy/Special Education (Childhood) is intended for teachers who are already certified in elementary education or childhood education. This degree prepares teachers to effectively serve students with disabilities and reading difficulties and is intended to prepare teachers to serve as consultant teachers.

One of the goals of this program is to help diminish the artificial distinctions between teachers of students who have disabilities and those who do not. Another goal of the program is to prepare expert consultant teachers and co-teachers. In this model, the student with disabilities is not removed from the regular class to be served primarily in special classes or resource rooms. The special education teacher, trained to work with students with disabilities in the regular classroom, collaborates with the regular classroom teacher to accommodate the child's needs in the regular program and also delivers instruction in the regular classroom, either to individuals or in small instructional groups.

The program at Sage is relatively small, allowing faculty and students to work closely together. This advisor/student relationship begins when a faculty advisor and a student meet to develop a program tailored to meet the student's educational needs and continues through all the student's coursework, culminating in a portfolio.

All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Applicants to the Literacy/Special Education (Childhood) program must be current certified teachers. In addition, applicants to the Literacy/Special Education program complete an assessment of writing skills.

Program Summary

Phase I

Item #	Title	Credits
EDU 576	Emergent Language & Literature	
RWL 572	Literacy Assessments	
SED 555	Diagnosis and Assessment of Students with Disabilities	

Phase II

Item #	Title	Credits
SED 531	High/Low Incidence Disabilities	
SED 532	Severe and Multiple Disabilities	
SED 533	Strategies for Mathematics: Students with Disabilities	
SED 582	Strategies for Literary Development: Students with Disabilities	
EDU 594	Research and Evaluation in Education	3

Phase III - Part A

Item #	Title	Credits
SED 595	Student Teaching in Special Education	

Phase III - Part B

Item #	Title	Credits
RWL 620	Diagnosing Literacy Difficulties	
RWL 621	Teaching Striving Learners	
RWL 621P	Practicum: Diagnosis and Remediation of Reading/Writing Difficulties	

Additional Information

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

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Esteves School of Education Attendance Policy

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Total Credits

45

Literacy Education (M.S.Ed.)

Degree Type

M.S.

The Esteves School of Education is accredited by the Association for Advancing Quality in Educator Preparation (<https://aaqep.org>).

M.S.Ed. in Literacy Education

Reading, writing, listening, and speaking are communication skills all persons must possess to fully participate in our society. Recent state mandated curriculum guidelines have overwhelmingly endorsed the integration of the language arts and also reaffirmed the critical importance of meaningfulness in learning. Despite these emphases on developing active, strategic readers and writers, difficulties in reading and/or writing all too frequently preclude advancement in academic areas as well as growth in personal areas. Given the increased use of statewide literacy assessments and the societal demands for citizens prepared for a technological world, the need for teachers who understand the reading and writing processes and their applications to learning has never been greater.

Sage's graduate literacy programs prepare master's level teachers for developmental and remedial literacy instruction. It refines teachers' theoretical and practical knowledge about reading and writing, enabling them to provide classroom reading instruction which is appropriate for students reading at, above, or slightly below grade level. Additionally, through extensive coursework and practica, it prepares teachers to become literacy specialists who are highly proficient in the diagnosis and remediation of severe reading and writing difficulties.

Sage's graduate literacy programs foster a close working relationship between students and faculty. This relationship begins when a faculty advisor and student meet to develop a plan of study tailored to the student's personal educational needs. It continues through the entire program of study, culminating in the seminar in which the student pursues an in-depth study in the field of reading and/or writing under the direction and supervision of the faculty advisor.

The Literacy program is designed for:

- Candidates who possess or meet the requirements for New York State provisional or initial certification and who seek professional certification in literacy for grades K–6 and the master's degree.
- Candidates who possess or meet the requirements for New York State provisional or initial certification and who seek professional certification in literacy for grades 5–12 and the master's degree.
- All matriculated students complete a signed program of study. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Applicants must meet the general admission requirements for Sage Graduate Schools. In addition, applicants meet with a faculty advisor after all materials have been submitted.

Literacy Program Summary

I. Introductory Sequence

Item #	Title	Credits
EDU 507	Responsive Classrooms: Valuing All Learners	3
EDU 574	Reading and Writing in the Content Areas	
EDU 576	Emergent Language & Literature	

II. Clinical Sequence

- *Students must complete all courses in the introductory sequence before beginning the clinical sequence.*

Item #	Title	Credits
RWL 572	Literacy Assessments	
RWL 620	Diagnosing Literacy Difficulties	
RWL 621	Teaching Striving Learners	
RWL 621P	Practicum: Diagnosis and Remediation of Reading/Writing Difficulties	

III. Culminating Experience

Item #	Title	Credits
EDU 594	Research and Evaluation in Education	3

Additional Information

- Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.
- Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.
- United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

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Total Credits

31

Master of Arts in Teaching (M.A.T.) in Art Education

Degree Type

M.A.T.

Prerequisites

- EDU 201 Education & Society (or equivalent)
- EDU 206 Educational Psychology (or equivalent)
- PSY 202/PSY 208/PSY 570 Developmental Psychology (or equivalent)
- EDU 574 Reading & Writing in the Content Area (or equivalent)

Pedagogical Core

Item #	Title	Credits
EDU 507	Responsive Classrooms: Valuing All Learners	3
EDU 594	Research and Evaluation in Education	3
MTA 511	Methods in Art Education	3
MTA 594	Culminating Project	3

Art Content Core

Item #	Title	Credits
ART 511	Art Criticism and Aesthetics	3
ART 520	Media Literacy	3
ART 521	Dimensions in Art	3
ART 557	Ideas in Visual Art	3

Student Teaching

Item #	Title	Credits
EDU 663	Student Teaching Art Education (K-6)	3
EDU 664	Art Education Student Teaching Experience 7-12	3
EDU 661	Internship in Art Education	3-6

Non-Credit Workshops

- Reporting and Identifying Child Abuse
- School Violence Prevention
- DASA (School Bullying Prevention)

Total Credits	33-36
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School Health Education (M.S.)

Degree Type

M.S.

The Esteves School of Education is accredited by the Association for Advancing Quality in Educator Preparation (<https://aaqep.org>).

M.S. in School Health Education

The Master of Science (M.S.) program in School Health Education is designed to prepare health teachers for initial or professional certification in accordance with New York State Education Department regulations. This master's degree prepares health educators for certification across grade levels K - 12.

Admission Requirements

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Applicants for admission to the School Health Education program must undergo an assessment of writing skills.

Program Summary

Prerequisites

- These credits are NOT included in the 33-36 credits required for degree completion.
 - Anatomy and Physiology : 3 Credits
 - EDU-201 Education and Society : 3 Credits (fieldwork required)

Item #	Title	Credits
	EDU 206 and PSY 570 or EDU 505	3-6

Phase I: Core Courses

Item #	Title	Credits
EDU 502	Critical Thinking: Research Into Practice	
HED 558	Foundations of Health Education	
MTA 578	Effective Teaching for All Learners	
	HED 508 or EDU 588	3

Phase II: Wellness Concentration

Item #	Title	Credits
HED 541	Nutrition and Physical Fitness	
HED 542	Chemical Dependence Education & Prevention	
HED 543	Human Sexuality	
HED 564	Health Education Methods	

Phase III: Culminating Activity for Candidates without Initial Certification

Item #	Title	Credits
HED 570	Stress Management Techniques	
MTA 594	Culminating Project	3
HED 649	Health Education Student Teaching K-8	
HED 650	Health Education Student Teaching 9-12	

Phase III: Culminating Activity for Candidates with Initial Certification

Item #	Title	Credits
HED 570	Stress Management Techniques	
MTA 594	Culminating Project	3
HED 654	Health Education Student Teaching for Certified Teachers	

Non-Credit Requirements

- Current Red Cross First Aid and CPR certifications are required before student teaching. : 0 Credits
- NCR 070 Reporting & Identifying Child Abuse and Maltreatment : 0 Credits
- NCR 071 School Violence Prevention Workshop : 0 Credits

Additional Information

- All probationary and/or provisional conditions must be satisfied before student teaching. A 3.0 GPA and matriculation is required.
- In addition to registering for student teaching, you must also complete an application. They are available in the main Esteves School of Education office or online at www.sage.edu/academics/schoolofeducation/education/index.php and must be submitted by the first week of the semester prior to student teaching.
- It is strongly suggested that you take the NYS Liberal Arts and Science Test (LAST) during the time you are completing the first 9 credits of your master's degree program.
- In addition to satisfying the requirements for the degree, teacher candidates must also:
 - apply for graduation through the Student Services Office (dates are listed in Course Schedule);
 - pass the NYS Teacher Certification Exams www.nystce.nesinc.com;
 - complete a criminal background check with fingerprinting, as required by New York State law;
 - and, apply on-line for New York State certification through the NYS Office of Teaching Initiatives www.highered.nysed.gov/tcert/.
- The Esteves School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

Esteves School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the Esteves School of Education should be aware that missing 1/4 or more of class sessions MAY result in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.

Total Credits

36

Special Education (Childhood) (M.S.Ed.)

Degree Type

M.S.

The Esteves School of Education is accredited by the Association for Advancing Quality in Educator Preparation (<https://aaqep.org>).

M.S.Ed. in Special Education (Childhood)

The graduate Special Education - Childhood program prepares teachers of students with disabilities in grades 1 - 6. It combines advanced study with supervised student teaching. It is our belief that a sound theoretical background with practical experience creates quality special education teachers. The program builds on education courses taken at the undergraduate level, and focuses on mild as well as significant disabilities. The program at Sage is relatively small, allowing faculty and students to work closely together. This close working relationship begins when a faculty advisor and student meet to develop a program tailored to meet the student's educational needs. This relationship, which continues throughout the student's coursework, culminates in a portfolio. The Special Education program is designed for candidates who possess or meet the requirements for New York State provisional or initial certification in Childhood Education or another area and who seek professional certification in special education (grades 1-6) and the master's degree. All matriculated students complete a signed program schedule. Any change in stated coursework must receive written approval of the assigned faculty advisor.

Admission Requirements

1. Undergraduate GPA of 3.0
2. For students admitted with provisions, an interview may be required.
3. Pursuant to the law, each program is entitled to exempt a student from these admission requirements based on the exempted student's demonstrated potential to positively contribute to the teaching field.

Candidates must meet Sage Graduate Schools admission requirements. In addition, applicants to the Special Education program complete an assessment of writing skills.

Program Summary

Phase I

Item #	Title	Credits
EDU 507	Responsive Classrooms: Valuing All Learners	3
SED 555	Diagnosis and Assessment of Students with Disabilities	
RWL 572	Literacy Assessments	

Phase II

Item #	Title	Credits
EDU 503	Teaching All Learners in Elementary Schools	
SED 531	High/Low Incidence Disabilities	
SED 532	Severe and Multiple Disabilities	
SED 533	Strategies for Mathematics: Students with Disabilities	
SED 582	Strategies for Literacy Development: Students with Disabilities	
EDU 594	Research and Evaluation in Education	3

Phase II — Student Teaching

- Application for Student Teaching (Note: All coursework, with the exception of EDU 594, must be complete before student teaching.)
 - SED 595S Seminar : 0 credits
 - SED 595P Portfolio : 0 credits

Item #	Title	Credits
SED 595	Student Teaching in Special Education	

Competencies

- CPR Certificate

Additional Information

Applicants for New York State certification must be fingerprinted and undergo a criminal history review, per New York State Law.

Candidates for NYS teaching certificates must pass the New York State Teacher Certification examinations, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills - Written, (ATS-W), at the appropriate level, and the Content Specialty Test(s) (CST) in each certificate area.

United States citizenship or Declaration of Intent to become a U.S. citizen is a requirement for certification in New York State.

LiveText e-Portfolio

The Esteves School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

Esteves School of Education Attendance Policy

While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the Esteves School of Education should be aware that missing 1/4 or more of class sessions MAY result in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of Esteves School of Education courses.

Total Credits	33
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Sport Science: Coaching & Mental Performance (M.S.)

The M.S. in Sport Science: Coaching & Mental Performance provides the opportunity for teachers and coaches with undergraduate degrees in physical education and related areas the opportunity to focus more on the coaching aspects of their professional journeys.

Graduates of the program develop the skills, techniques, and dispositions to apply the concepts, theories, and principles of sport and mental performance to their roles in the sport industry. Sport and Mental Performance coaching techniques hold their root in sport and exercise psychology, and the degree prepares the student to continue to work in physical education, athletics, coaching, business, health, health sciences, and a myriad of other industries.

The main focus of the program is the application of the skills and techniques for athletic coaching. However, the skills, techniques and dispositions are applicable to coaching in a variety of fields including health, wellness, and business.

Required Courses

Item #	Title	Credits
SPS 510	Sport in Society	3
SPS 520	Advanced Strength & Conditioning	3
SPS 530	Counseling Theories and Skills in Sport & Mental Performance	3
SPS 611	Working with Teams, Athletic Injury and Prevention	3
SPS 620	Working with Families in Sport	3
SPS 630	Brain & Behavior in Exercise & Sport	3
EDU 594	Research and Evaluation in Education	3

Thesis Track

Two electives with advisor approval (see Electives below)

Item #	Title	Credits
SPS 594	Proposal Design	3
SPS 695	Thesis	3

Non-Thesis Track

Three electives with advisor approval (see Electives below)

Item #	Title	Credits
SPS 685	Internship in Coaching & Mental Performance	3

Electives

SPS 685 elective only for thesis track candidates

Item #	Title	Credits
SPS 522	Strength & Conditioning for PK-12 Professional	3
SPS 529	Foundations of Professional Coaching	3
SPS 685	Internship in Coaching & Mental Performance	3
HED 570	Stress Management Techniques	
MBA 555	Administration, Organization, & Behavior	
MBA 656	Leadership & Ethics	
SCP 596	Integrating Mindfulness into Professional Practices	
Total Credits		33

Education Classes

EDA 600 : Leadership for Equity

This is the foundational leadership course in your pathway to becoming an instructional leader at the classroom or building level. It focuses on your emerging leadership identity and your personal "why" for continuing this professional journey. One of your first assignments in this course will be a self-assessment against the Professional Standards for Educational Leaders (PSEL) that will become the baseline for you to reflect on your own goals and growth through the program. In the final internship course, these reflections will become your Personal Leadership Platform, or your current positions and insights on your own leadership beliefs and positions. It is also crafted to assist you in becoming more observant of, and sensitive to, the environment surrounding leadership in all K-12 schools.

Credits 3

EDA 601 : Evidence into Action: Systems Planning

Building on mission and vision from the first course in the sequence, leaders will now consider the nature of the change process both at the organizational and personal level. Leaders will also consider mission and vision as it relates to system alignment and the development of a theory of action for an evidenced-based instructional change that will improve student learning. Students will gain knowledge, skills, and dispositions towards solving the impediments to school improvement, particularly as it relates to subgroup populations. Since the PSEL standards are the foundational design element of this instructional leadership program, this course continues with Part I of Standard 10.

Credits 3

EDA 602 : Data Literacy

Using the vast amount of assessment information in a purposeful and deliberate fashion is a challenge for current leaders. It is often difficult to determine which assessments are the most informative depending on the nature of the presenting student learning gap. With an urgency to rapidly decrease learning gaps, the critical step of analyzing the precise nature of the learning gap is often neglected in favor of selecting a new program or resource that promises to enhance learning. This course builds on Course 2 within Standard 10 and is

designed to build a literacy around use of various tools and protocols for studying assessments in a time-efficient and actionable manner. Since the PSEL standards are the foundational design element of this instructional leadership program, this course continues with Part II of Standard 10.

Credits 3

EDA 603 : Leadership of the Curriculum

This fourth course in the sequence considers the roles of both instructional coaches, as well as building leaders, in the supervision of curriculum; from the initial selection or design through implementation to measuring its impact on learners. It includes the social, philosophical, and psychological principles relevant in articulating curriculum. Special emphasis is given to integration of multiculturalism in curriculum improvement. The learning activities for this course are designed to prepare each student with essential knowledge and competencies for effective instructional leadership in curriculum development. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. This course is grounded in PSEL Standard 4: Leadership of the Curriculum.

Credits 3

EDA 604 : Supervising Teaching & Learning: Building Capacity

The purpose of this course is to develop a philosophy about how to manage and build human and social capital in your school or organization. It also presumes the theory of action that learning is social in nature and occurs between professionals. Finally, this course considers how to respond individually to faculty while also building reflective practice as a foundational element of the school's culture. Since the PSEL standards are the foundational design element of this instructional leadership program, this course is grounded by Standard 6: Professional Capacity of School Personnel.

Credits 3

EDA 605 : Developing Purpose-Driven Professional Communities

This is the sixth course in the sequence and it is designed to aggregate knowledge of leadership practices with leadership of the curriculum and supervision of teaching and learning. This system perspective of a department or school will be the foundation of developing continued venues for professional learning that is directly tied with the needs of learners or faculty and staff, this course prepares leaders for PSEL Standard 7: Professional Community for Teachers and Staff.

Credits 3

EDA 606 : Community of Care: Inclusive Family Engagement

Every school has its own unique culture for learning and as influenced by the larger society often struggles with meeting the needs of our most diverse learners identified by race, ethnicity, social-economic status, language, sexual identity, and different emotional, social and academic abilities. This course is designed to build the graduate leaders' skills in leading a complex learning organization. Throughout this course, graduate leaders will gain knowledge and skills necessary to develop and maintain an equitable, culturally responsive and inclusive school culture. Leaders will gain skills in confronting their own biases and how to alter institutional

biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture, language, sexual identity. This course is founded on PSEL Standards 5 and 8: Community of Care and Support for Students.

Credits 3

EDA 607 : Internship I or II

This final course in the program completes the 300 hours needed for the SBL certificate and focuses on Standard 9 Operations and Management. Students will maintain a log of the final district and building hours as well as complete an integrative project dependent on their intended career path: content area leader/ department chair, instructional coach, or building leader as follows:

Content Area Leader: Program Review

Instructional Coach: Team Coaching Plan

Building Leader: Building Strategic Plan

Candidates will be "in the field" conducting the processes for their integrative project. Candidates will attend four seminars during the semester that are intended to continue the cohort professional network as well as extend learning beyond topics covered in the program. They are expected to meet with their instructor once per month to review their progress on their integrative project and internship hours in addition to the monthly log. This course will have 5 evening seminars to share progress on internship field work and learn from topical speakers.

This course is founded on Standard 9: Operations and Management.

Credits 3

EDA 608 : School District Leader

The emphasis of the course is on district level leadership. It is designed to shape and assess the abilities of potential leaders to analyze, strategize, implement and follow-up, individually and in groups with respect to the problems faced by school district leaders in a variety of settings. Another focus will be on interacting effectively with school board members, community, and parent groups, underserved and= unserved constituencies, teacher and administrator organizations at all levels, and political leaders having an impact on the resources and/or the mission of the school district. Upon completion students will acquire the knowledge, dispositions and skills necessary to perform the functions of the chief executive officer and instructional leader of a school district.

Credits 3-6

EDU 500 : Independent Study

EDU 502 : Critical Thinking: Research Into Practice

The purpose of this course is to provide candidates with strategies for locating and analyzing educational research. Research studies exemplifying the best of quantitative and qualitative traditions will be examined, candidates will critically read experimental, correlational, survey, ethnographic, single subject design, and teacher inquiry studies available in refereed educational journals. Technology will be used throughout the

course, particularly in library research. The purpose of the course is for teachers and teacher candidates to develop critical thinking skills for reading research and drawing conclusions about its implications for classroom instruction.

EDU 503 : Teaching All Learners in Elementary Schools

This course investigates best practices in delivering instruction in inclusive settings. Emphasis is on planning for multi-level structured learning experiences for students with diverse characteristics. Interventions for diverse teaching challenges are investigated within the context of inclusive classrooms. A variety of teaching strategies are presented, critiqued, and practiced, based on a philosophy of interactive and reflective teaching. Candidates develop knowledge about autism, multiple learning styles, the full range of learner characteristics, partnerships with parents and other educational personnel and developing critical thinking skills in students in grades 1-6. Fieldwork required.

EDU 505 : Topics in Developmental & Educational Psychology

This course provides a survey of the most common developmental and educational theories and most popular applications for preschool and school age children (early childhood, childhood, and adolescence). This class fulfills the requirements for both Developmental Psychology and Educational Psychology for graduate students in the Sage School of Education M.S. and M.A.T. programs.

In this online course, students are expected to participate in the course several times weekly. Students will participate through group discussion (forums), online quizzes and tests, review and creation of PowerPoint materials, as well as submission of all course assignments online. Minimum requirements for participation in the course include a computer with high speed internet connection, a 2003 or more recent operating system, Microsoft Office Suite (including Word, Excel, and PowerPoint) and facility in the use of internet sources.

EDU 507 : Responsive Classrooms: Valuing All Learners

This is a survey course that addresses the content and pedagogical knowledge required for teacher preparation programs. Its primary aim is to give a theoretical overview for the impact of race, culture, economics, language and special education related services for K-12 students.

Credits 3

EDU 511 : Lit for Interdisciplinary Courses

This course presents both theoretical foundations and practical strategies for constructivist, inquiry based approaches that connect learning across the content areas in the secondary school. The focus of this course is using literacy to learn, preparing adolescent students who are better able to understand, recall and apply academic course content. Incorporating New York State Learning Standards as a framework for instructional planning, emphasis is placed on multilevel planning and differentiated instruction that engage at-risk learners, including students with special needs, pupils acquiring English as a second language and reluctant learners evidencing negative attitudes toward learning. M.A.T. candidates enrolled in EDU-511 must concurrently enroll in EDU-511F (fieldwork). All other candidates enrolled in EDU-511 are required to prepare an additional critique of a current text pertaining to adolescent reading and writing.

EDU 512 : Contemporary Middle School Edu

This course explores the nature of teaching and learning in the middle school. Curriculum and pedagogical decisions are based on the needs of the young adolescent in contemporary society. Interdisciplinary instruction and responsive teaching that actively engage middle school learners in the school community are considerations in the course.

EDU 521 : Literacy in Middle School

An examination of the multiple literacies of middle school students and the teacher's responsibilities in guiding young adolescents' literacy development across the curricula are the major features of this course. Emphasis is placed in developing strategies for readers/writers and assisting struggling learners to mature.

EDU 522 : Teaching in Math, Science & Technology

This course is designed to help students employ inquiry strategies to teach mathematics, science and technology (MST) according to national and NYS Learning Standards. Multilevel instruction integrating mathematics, science and technology (MST) will be the focus of this course, with emphasis on processes of analysis, inquiry and design; using information systems processes to understand MST; designing instructional models for integrated MST instruction for delivery in heterogeneous and diverse classes; designing innovative, principled uses of information technology for improving instruction in MST; and integrating MST with applications to interdisciplinary problem-solving. This course must be taken concurrently with EDU-523.

Advising Note

Fieldwork hours required.

EDU 523 : Teaching in the Humanities

Multi-level instruction integrating social studies the arts, reading, writing and oral language based on national and NYS Learning Standards will be the focus of this course, with emphases on knowledge of the academic disciplines in the humanities, constructive pedagogies and complex instruction models in heterogeneous and diverse classes. Planning curricula will be directed toward learners' unique characteristics and cultures as well as their overall development in knowledge and learning. This course should be taken concurrently with EDU-522.

EDU 531 : School Residency I Gr 1-3

In School Residency I, residents are placed in a general education classroom in grades 1-3 with an attending teacher and assume up to 20% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

EDU 534 : School Residency I Gr 4-6

In School Residency I, residents are placed in a general education classroom in grades 4-6 with an attending teacher and assume up to 20% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

EDU 541 : School Residency II Gr 1-3

In School Residency II, residents are placed in a general education classroom in grades 1-3 with an attending teacher and assume up to 40% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

Prerequisites

EDU-531

EDU 544 : School Residency II Gr 4-6

In School Residency II, residents are placed in a general education classroom in grades 4-6 with an attending teacher and assume up to 40% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

Prerequisites

EDU-534

EDU 545 : Literacy, Technology and Remote Learning in Schools

This course examines the theoretical framework and practical applications of technology and digital literacies in the remote learning environment across all grade levels. Special attention is given to how the use of educational technologies is supported by the NYS Digital Literacies & Fluency Standards, the NYS Next Generation Learning Standards, as well as the International Society of Technology in Education (ISTE) Standards. Specific course topics pertain to research about the Standards, personalized learning, digital and media literacy, digital citizenship, digital equity, support and community in the digital learning environment, and extensive review, experience, and support of digital learning lessons and resources. Students will learn a variety of technology tools and related skills to enhance their teaching of content within the online learning environment, which will be showcased in their construction of a personal website.

EDU 555 : Teaching Methods

This course is designed to instruct students in the pedagogical methods essential in all subject areas - Mathematics, Science, Technology, English/Language Arts, The Arts, and Social Emotional Learning as aligned to New York State Next Generation Learning Standards. There is an emphasis on multilevel instruction, processes of analysis, inquiry and design, constructive pedagogies, multiple intelligences, academic language, and interdisciplinary problem-solving. Planning curricula are directed toward culturally responsive instruction that addresses the diverse learning needs of all learners. 50 hours of fieldwork required.

EDU 572 : Assessment Approaches

This is an introductory course in educational assessment and evaluation. It examines issues pertaining to the interpretation of school-wide, classroom, and individual assessment information. Specific topics include principles and concepts in assessment, standardized testing, performance-based and teacher made assessment strategies.

EDU 574 : Reading and Writing in the Content Areas

This online course presents current theories and “best practices” for teaching reading and writing in upper elementary and secondary content area subjects. The focus is on supporting the learner to become a “strategic” reader and writer as they expand their content knowledge. Reading and writing will be demonstrated as recursive processes that help the student to internalize content knowledge and demonstrate that knowledge using a variety of research-based strategies. The underlying premise is that students of any age or academic level can learn more if presented with models that meet their individual needs, and when they are actively involved in learning activities. All candidates must complete 25 hours of field experience related to course content in grades 5-12.

EDU 576 : Emergent Language & Literature

This course explores how language acquisition contributes to literacy development. Particular attention is paid to emergent reading and writing and the interrelationships of language learning, literacy development, and children's interactions with literature. Effective teaching practices for including children with disabilities in inclusive classrooms are examined. 25 hours of fieldwork are required.

EDU 578 : Collaboration in Educational Settings

Students will examine theories and practices of collaboration in school settings. Strategies for developing effective team approaches with special education personnel, other school staff and parents will be analyzed and discussed.

EDU 579 : Social Justice Through Reading Adolescence & Childhood Literature

Designed for childhood, literacy and special education teachers and teacher candidates, the course requires students to critically analyze children's literature for its depiction of concepts, events, and protagonists pertaining to social justice. Candidates review the professional literature related to children's literature, its impact on instruction and the extent to which children's literature replicates and or advances educational systems' inclusion of diverse populations.

EDU 588 : Building Learning Communities

This course cultivates experience in planning, implementing and evaluating a variety of individual and group management techniques across educational levels. Both instructional management and classroom management are examined as means of increasing pupils' time on task and opportunity to learn. Student-teacher interaction models along with collaborative practices within the school community (e.g., co-teaching relationships, mentor-teacher, administrator and teacher) are explored. Furthermore, this course discusses evidence-based practices that will assist in developing a safe and health learning environment for all (e.g., trauma informed practices, collaborative and proactive solutions, PBIS, restorative practices, MTSS). Lastly, this course introduces and discusses resources outside the school to assist in building a health learning community for a diverse needs of students.

EDU 594 : Research and Evaluation in Education

This course examines data sources and usage for application and evaluation in schools for decision making purposes. Students will utilize data, statistics, and current research

to examine school programs, issues and/or topics. In addition to investigating data driven decision making, students will develop, investigate, and present on a topic relevant to their profession.

Credits 3

EDU 599 : Topic:

This course is designed for in-depth discussion and analysis of one major educational topic. This is a multi-sectional course with each section centering upon one topic of national importance which has both immediate and long-range educational implications. The content is focused upon those factors which may be causing the topic to remain visible and the variety of ways in which concerns are expressed.

EDU 600 : Independent Study

EDU 611 : School Residency III Gr 1-3

In School Residency III, residents are placed in a general education classroom in grades 1-3 with an attending teacher and assume up to 50-100% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

Prerequisites

EDU-541

EDU 614 : School Residency III Gr 4-6

In School Residency III, residents are placed in a general education classroom in grades 4-6 with an attending teacher and assume up to 50-100% of classroom duties. They attend all associated meetings and superintendent days. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

Prerequisites

EDU-544

EDU 621 : School Residency IV Gr 1-3

In School Residency IV, residents are placed in sister school situation in general education classroom in grades 1-3 with a cooperating teacher for six weeks and assume all classroom duties. They return to their host school classroom with their initial attending teacher and subsequently substitute in a number of elementary grade levels to expand their experiences. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

Corequisites

EDU-611

EDU 624 : School Residency IV Gr 4-6

In School Residency IV, residents are placed in sister school situation in general education classroom in grades 4-6 with a cooperating teacher for six weeks and assume all classroom duties. They return to their host school classroom with their initial attending teacher and subsequently substitute in a number of elementary grade levels to expand their experiences. Residents teach under a NYS Resident's License and may substitute for their attending teacher.

Prerequisites

EDU 649 : Student Teaching/Elementary I

This course provides the final clinical component for the teacher candidate in Grades 1-3 as fulfillment of the requirements for initial state-level licensure in Childhood Education. This seven (7) week student teaching experience is closely monitored by a college faculty supervisor and mentor teacher to facilitate the skills, knowledge, pedagogical practice and overall professional experience in the elementary class setting. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester. Candidate must have the approval of their program advisor. A fee of \$250 is required for each placement. The fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

EDU 650 : Student Teaching/Elementary II

This course provides the final clinical component for the teacher candidate in Grades 4-6 as fulfillment of the requirements for initial state-level licensure in Childhood Education. This seven (7) week student teaching experience is closely monitored by a college faculty supervisor and mentor teacher to facilitate the skills, knowledge, pedagogical practice and overall professional experience in the elementary class setting. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester. Candidate must have the approval of their program advisor. A fee of \$250 is required for each placement. The fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

EDU 656 : Adolescence Education Internship 7-9

The college establishes the teaching internship for one semester of the public school calendar (i.e., September-January or February-June) for junior high/middle school prospective teachers who have satisfied the content requirements for certification in New York State. Preservice teachers spend half of each day actively engaged in teaching their content in grades 7-9. This experience satisfies the NYS certification requirement for student teaching. Students planning to enter the internship must request a placement in the spring semester (by March 15) preceding their internship year. A \$250 fee is required for each placement.

Prerequisites

MTA 578

EDU 657 : Adolescence Education Internship 10-12

The college establishes the teaching internship for one semester of the public school calendar (i.e., September-January or February-June) for high school prospective teachers who have satisfied the content requirements for certification in New York State. Preservice teachers spend half of each day actively engaged in teaching their content in grades 10-12s experience satisfies the NYS certification requirement for student teaching. Students planning to enter the internship must request a placement in the spring semester (by March 15) preceding their internship year. A \$250 fee is required for each placement.

Prerequisites

MTA 578

EDU 658 : Adolescence Student Teaching 7-9

Practice teaching in grades 7-9 for prospective content teachers is arranged by the college in each spring semester for candidates who have completed all coursework in the M.A.T. program with the exception of EDU 594, and who have completed the specified pedagogical and content courses in the Master of Arts in Teaching program. Students planning to student teach must request a placement by the first day of the fall semester preceding the student teaching semester. A \$250 fee is required for each placement.

Prerequisites

MTA-578, MTA-502, EDU-511 , the 12 credits required in the content area

EDU 659 : Adolescence Student Teaching 10-12

Practice teaching in grades 10-12 for prospective adolescence educators is arranged by the college in each spring semester for candidates who have completed all coursework in the M.A.T. program with the exception of EDU 594, and who have completed the specified pedagogical and content courses in the Master of Arts in Teaching program. Students planning to student teach must request a placement by the first day of the fall semester preceding the student teaching semester. A \$250 fee is required for each placement.

Prerequisites

EDU-511, MTA-502 , MTA-578

EDU 661 : Internship in Art Education

The internship in Art Education is intended to be a unique experience that allows students flexibility with placement in which to gain experience and further develop as Art Educators. Similar to the student teaching experience, the internship is geared toward "learning by doing" but allows for different learning contexts when working with preK-12 students. Students must consult with their advisor regarding suitable options. Required seminar with the internship experience.

Credits 3-6

EDU 662 : Internship in Art Education (7-12)

The college establishes the teaching internship for one semester of the public school calendar(i.e., October-January or February-May) for prospective educators. Perservice teachers spend half of each day actively engaged in teaching their content in grades 7-12. This experience satisfies the NYS certification requirement for students teaching. An application is required, deadline: March 1 prior to the internship year.

Prerequisites

MTA-578

Advising Note

A fee of \$250 is required for each student teaching placement. The fee is nonrefundable after August 1 for the fall semester and after December 15 for the spring semester.

EDU 663 : Student Teaching Art Education (K-6)

Student teaching consists of supervised practice teaching art in grades preK-6, with coordinated academic responsibilities. Bi-weekly seminars will be scheduled for all graduate student teachers.

Credits 3

EDU 664 : Art Education Student Teaching Experience 7-12

Student teaching consists of supervised practice teaching art in grades 7-12 with coordinated academic responsibilities. Bi-weekly seminars will be scheduled for all graduate student teachers.

Credits 3

EDU 670 : Childhood/Special Education Student Teaching (Gr 1-3)

This course provides the final clinical component for the teacher candidate enrolled in the dual Childhood/Special Education program as fulfillment of the requirements for initial state-level licensure in Childhood Education/Special Education. This seven (7) week student teaching experience, situated in grades 1-3 in a general education or special education setting, is closely monitored by a college faculty supervisor and mentor teacher to facilitate the skills, knowledge, pedagogical practice and overall professional experience in the elementary/special education class setting. Student teaching is arranged by the Esteves School of Education each semester. Candidates must have approval of their program advisor. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester. A fee of \$250 is required for each placement. The fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.

EDU 671 : Childhood/Special Education Student Teaching (Gr4-6)

This course provides the final clinical component for the teacher candidate enrolled in the dual Childhood/Special Education program as fulfillment of the requirements for initial state-level licensure in Childhood Education/Special Education. This seven (7) week student teaching experience, situated in grades 4-6 in a general education or special education setting, is closely monitored by a college faculty supervisor and mentor teacher to facilitate the skills, knowledge, pedagogical practice and overall professional experience in the elementary/special education class setting. Student teaching is arranged by the Esteves School of Education each semester. Candidates must have approval of their program advisor. Students planning to student teach in the Summer or Fall semesters must request placement in the first two weeks of the Spring semester. Students planning to student teach in the Spring semester must request placement in the first two weeks of the Fall semester. A fee of \$250 is required for each placement. The fee is nonrefundable after August 1 for fall semester and after December 15 for spring semester.