

# MTA

## MTA Classes

### MTA 511 : Methods in Art Education

This course helps students employ content specific pedagogical strategies to meet the New York State Learning Standards for Visual Art. Exploration and utilization of best practices in teaching content while addressing diversity in the classroom are included, such as student-centered activities, principle uses of technology, interdisciplinary problem solving and assessment strategies. 25 hours fieldwork.

**Credits** 3

### MTA 512 : Methods in English Education

This course helps students employ content specific pedagogical strategies to meet the New York State Learning Standards for English. Exploration and utilization of best practices in teaching content while addressing diversity in the classroom are included, for example, student-centered activities, principle uses of technology, interdisciplinary problem solving and assessment strategies. 25 hours fieldwork.

### MTA 513 : Methods in Math Education

This course helps students employ content specific pedagogical strategies to meet the New York State Learning Standards for Mathematics. Exploration and utilization of best practices in teaching content while addressing diversity in the classroom are included, for example, student-centered activities, principle uses of technology, interdisciplinary problem solving and assessment strategies. 25 hours fieldwork.

### MTA 514 : Methods in Social Studies

This course helps students employ content specific pedagogical strategies to meet the New York State Learning Standards for Social Studies. Exploration and utilization of best practices in teaching content while addressing diversity in the classroom are included, for example, student-centered activities, principle uses of technology, interdisciplinary problem-solving and assessment strategies. 25 hours fieldwork.

### MTA 578 : Effective Teaching for All Learners

This course surveys the theories and practices of collaboration in secondary schools, with emphasis on autism, inclusive practices and instructional design. Methods for working with a range of team members as well as the goals for teaming are explored (e.g. co-teaching, designing activities for the diverse classroom, developing authentic partnerships with parents conducting effective meetings.) Fieldwork required.

**Prerequisites**

EDU-574

### MTA 594 : Culminating Project

The Culminating Project provides students the opportunity to apply, analyze, synthesize, and evaluate knowledge and to demonstrate that knowledge in a project. It is a guided individual inquiry into an issue or question that has particular significance to the student's own pedagogical practice, designed and implemented

(if possible) by the student. All topics must be reviewed and approved by the instructor. The inquiry project may be developed as an exhibit, a thesis, a portfolio, or another demonstration of proficiency related to the student's program.

**Credits** 3

## MTA 599 : Special Topics