

**SUNY Empire State University**  
**Non-matriculated courses**  
**Professional Development for Religious and Independent School Teachers**  
**Spring 2025**

**MASTER OF ARTS IN TEACHING IN MIDDLE CHILDHOOD/ADOLESCENT EDUCATION**

EDUC-6130 LITERACY ACROSS THE CURRICULUM 3 cr.

This course examines the role of reading, writing and language within the curriculum and the impact of literacy on specific content areas. Students develop strategies and skills in exploring relevant content literature and using technology to acquire and manage information. Students gain experience in st 3cr.

Linguistics for English teaching introduces all educators to the study of language in all content areas for literacy development. The course begins with a focus on the sound system of English and then moves to the system of words and sentences. It focuses on making meaning of phonology, morphology, semantics, syntax, and pragmatics, and then concludes with the teaching of grammar as applied to educational settings. This course is tailored for all educators including those who work with ENL, bilingual, dual-language and multilingual students.

EDUC-6083 TEACHING ENGLISH LANGUAGE LEARNERS IN THE CONTENT AREA 3cr.

As English Language Learners (ELLs) gain proficiency beyond the beginner stage, they become prepared to enter mainstream courses in the content areas. This course prepares teachers of content areas, teachers of English as a New Language (ENL), bilingual, and dual language to collaborate in meeting the needs of ELLs who have entered mainstream courses. It offers strategies for helping ELLs reach their potential as they continue to advance in English proficiency while learning in the content courses. Topics include the use of educational technologies and strategies for authentic assessments. This course is tailored for teachers working with language learners in ENL, bilingual, or dual language classrooms.

**MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION**

CURI-6005 INTRO TO CRITICAL PEDAGOGY 3cr.

This course is designed to create a discourse community that questions hegemonic practices, contributing to a larger collective conversation. Through the study of critical ethnographies, students will examine current educational assumptions to develop critically reflective practice and transform thinking. Students will deconstruct dynamics of critical pedagogy through the lenses of diversity including race, gender, and class, developing layered analysis of principles, theorists, and views.

CURI-6010 NEW MEDIA AND NEW LITERACIES 3 cr.

This course is designed to explore the implications of new media and new literacies in social, political, economic and personal spheres. Students will investigate theories and research related to meaning-

collaboratively and collectively to build their knowledge in how these media are created, used, interpreted and re-used by themselves and others. They will explore how affinities for these media enable us to think differently about what it means to read, write, listen, speak, view and participate in often overlapping, and at times juxtaposed, communities of practice. Rather than focus on producing new media, this course will explore the impact new media and the resulting new literacies have on membership in existing and emerging communities of practice.

CURI-6015 LEADING IN A LEARNING ENVIRONMENT 3 cr.

This course is designed to examine leadership roles and leadership needs in 21st century education. Students will explore various leadership designs and styles alone and in relationship to curricular planning, professional development, and community outreach. Students will examine learning environments to develop strategies and programs around leadership that coincide with the needs of contemporary learners.

CURI-6016 CREATING SAFE SCHOOLS AND COMMUNITIES 3 cr.

This course will explore school and community safety from a multidisciplinary approach. Drawing on research and theoretical perspectives 10.6 n-62 (n)6.4 le)-3.113 (e)-3.11-1.9o)4 (m)4.2 ( t)--62 (n)6.nd leNeTnd(T)-3.1f82

towards their intended learners. Throughout the course, participants will share their works and ideas with colleagues in a professional, supportive environment. the course concludes with a collaborative project that previews the role of curriculum and assessment using the context of planning for a virtual environment. (Occasional synchronous meetings.)

EDET-6010 MEDIA LITERACIES IN EMERGING TECHNOLOGIES 3 cr.

This course is designed to explore emerging technologies and implications of new media and new literacies in social, political, economic and personal spheres. Students will investigate theories and research related to meaning- making in and around the contexts of contemporary social media. In addition, students will work collaboratively and collectively to build their knowledge in how these media are created, used, interpreted and re-used by themselves and others. They will explore how affinities for these media enable us to think differently about what it means to read, write, listen, speak, view and participate in often over lapping, and at times juxtaposed, communities of practice using emerging technologies. This course will explore the impact new media and the resulting new literacies have on membership in emerging communities of practice

EDET-6015 INSTRUCTIONAL DESIGN FOR ONLINE LEARNING ENVIRONMENTS 3cr.

The collaborative potential of online tools requires instructors to consider shifts in their pedagogy - to

of managing multiple instructional design projects. For students without a connection to a subject-matter-expert, opportunities will be provided for projects.

**EDET-6060 DIGITAL TOOLS FOR EDUCATION AND TRAINING 3cr.**

Educators and training Professionals have access to an overwhelming number of technologies that offer powerful capabilities for creating high-quality digital learning tools. This course will examine and identify effective digital tools to impact participant engagement, meaning-making and improve learner outcomes for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning context. The experience will be hands-on and might include areas such presentations and instructional materials, simplifying record-keeping, performing data analysis and graphic presentation, creating digital stories, use of communications and presentation technology in th(t)7e-39E( )10.6

## EDUC-6125 DEVELOPING AN INTEGRATED IMMERSIVE STEM LEARNING ENVIRONMENT

In a STEM or STEAM (science, technology, engineering, mathematics, possibly enhanced with an arts perspective) learning environment, within an area of your selection (approved by the instructor), you develop a focused learning environment and supportive technologies on a deep level, delineating a cohesive extended project, educational outreach, or professional-development framework and articulating an education and assessment plan.