Education

EDU 190
Exceptional People [Lecture] (3.0)
This course will provide an overview of all the areas of special education as defined in federal and state law and regulations. The class will review the history of special education legislation through the years. We will focus on the Individuals with Disabilities Act and how it is being implemented in our schools. Students will become familiar with the 13 approved disability areas. We will look at the characteristics, needs and services delivery systems for each disability area. Students will gain a broad understanding of individual education plans and how the New York State Learning Standards are addressed for students with disabilities. To be taken concurrently with EDU 190 OPE. Taken by Education majors.

EDU 190
Exceptional People [OPE] (0.0)
(25 hours school-based field experience) Students will visit special education programs around the Rochester area. Students will be given the opportunity to sit in on classes and be able to observe instruction. Students will be given the opportunity to observe and work with a wide range of students with disabilities. To be taken concurrently with EDU 190. Taken by Education majors.

EDU 202
Foundations of Education [Lecture] (3.0)
This is a survey of the growth of education in the United States from its beginnings to the present system. The philosophical, historical, and sociological backgrounds of education are reviewed. The course, which also emphasizes the relationship of the teacher to the school, to society, and to the profession, is required of all education students. Taken by Education majors.

EDU 301
Educational Psychology [Lecture] (3.0)
This course provides an introduction to the concepts, principles, and theories of educational psychology, including human development, learner characteristics and variability, learning processes, instructional approaches and motivation. The focus will be on helping students to develop the knowledge, skills and dispositions needed to successfully apply educational psychology to promote learning in classroom settings. To be taken concurrently with EDU 301 OPE. Taken by Childhood/Special Education majors.

EDU 301

Educational Psychology [OPE] (0.0)

(40 hours of school-based Elementary field experience) Students observe and work with children in an urban elementary school classroom. Students are asked to integrate course learning with their field experience in required OPE reflection papers. To be taken concurrently with EDU 301. Taken by Childhood/Special Education majors.

EDU 302

Principles of Education [Lecture] (3.0)

Teaching principles, strategies, and skills which have been validated through research on effective teaching are examined and practiced. This course also provides an introduction to unit and lesson plans. To be taken concurrently with EDU 302 OPE. Taken by Adolescence Education, Visual Art Education K-12, Music Education K-12, and Physical Education K-12 majors.

EDU 302

Principles of Education [OPE] (0.0)

(25 hours of school-based Secondary field experience)Students observe for instructional skills, assist the teacher, and plan and teach a lesson. To be taken concurrently with EDU 302. Taken by Adolescence Education, Visual Art Education K-12, Music Education K-12, and Physical Education K-12 majors.

EDU 303

Developmental Reading I [Lecture] (3.0)

In this basic course in reading instruction, emphasis is placed on the conceptualization of the reading process and principles of reading instruction, establishing the relationship of reading to the language arts and the resulting instructional implications, exploring instructional strategies and major approaches to reading instruction, and exploring one's knowledge of quality children's literature. This course should be taken concurrently with methods courses during the junior year. Prerequisites: EDU 333 and formal admission to the Teacher Education Program. Taken by Childhood/Special Education majors.

EDU 304

Developmental Reading II [Lecture] (3.0)

Emphasis is placed on the application of reading theory and principles in assessing and diagnosing pupils' reading progress and instructional needs, investigating/using materials and methods for reading instruction, studying classroom management and organization options to facilitate reading instruction, developing/modeling instructional lessons for specific skills and reading situations, and reading across the curriculum. Topics include

assessment, meeting individual needs, New York State Standards, and melding theory into practice. The course should be taken concurrently with methods courses during the junior year. Prerequisite: EDU 303. Taken concurrently with EDU 304 OPE. Taken by Childhood/Special Education majors.

EDU 304

Developmental Reading II [OPE] (0.0)

(30 hours elementary school-based field experience) Students will be placed in an elementary setting in which they will observe reading instruction, develop a case study, and assist elementary teachers in working with pupils on literacy instruction. Prerequisite: EDU 303. To be taken concurrently with EDU 304. Taken by Childhood/Special Education majors.

EDU 307

Assessment for Inclusive Settings [Lecture] (3.0)

This course provides an introduction to the concepts, principles, and tools of assessment, including classroom assessment, standardized testing, New York State Learning Standards and assessments, assessment of students for special education, and the interpretation of data for improving learning and developing IEPs. The focus will be on developing the knowledge, skills and dispositions that teachers must have in order to engage in meaningful classroom assessment, with special attention to the assessment of children with special needs. To be taken concurrently with EDU 307 OPE. Taken by Childhood/Special Education, Early Childhood/Students with Disabilities majors and Adolescence Education majors.

EDU 307

Assessment for Inclusive Settings [OPE] (0.0)

(25 hours of school-based field experience) Students observe and work with students in elementary or secondary classrooms, improving their observational skills and participating in classroom assessment. Students are asked to integrate course learning with their field experience in required OPE reflection papers. To be taken concurrently with EDU 307. Taken by Childhood/Special Education, Early Childhood/Students with Disabilities majors and Adolescence Education majors.

EDU 310

Methods of Teaching Languages Other Than English [Lecture] (3.0)

The Languages Other Than English (LOTE) methods course includes instruction in the goals and content of the LOTE curriculum, various aspects of the teaching-learning process, and the preparation and use of instructional materials. A 25-hour Observation/Participation Experience

(OPE) is required in the course. Taken by Adolescence Spanish Education majors.

EDU 310
Methods of Teaching Languages Other Than English [OPE] (0.0)
(25 hours of school-based field experience) Students will be placed in a classroom to observe and reflect on the curriculum and instruction being implemented. As requested they will assist the host teacher. To be taken concurrently with EDU 310. Taken by Adolescence Spanish Education majors.

EDU 312
Secondary English Methods [Lecture] (3.0)
The Secondary English Methods course includes instruction in the goals and content of the secondary school curriculum, various aspects of the teaching-learning process, and the preparation and use of instructional materials. Co-taught by certified content instructor. To be taken concurrently with EDU 312 OPE. Taken by Adolescence English Education majors.

EDU 312
Secondary English Methods [OPE] (0.0)
(25 hours of school-based field experience) Students will be placed in a secondary English classroom to observe and reflect on the curriculum and instruction being implemented. As requested they will assist the host teacher. To be taken concurrently with EDU 312. Taken by Adolescence English Education majors.

EDU 313
Secondary Math Methods [Lecture] (3.0)
The Secondary Mathematics Methods course includes instruction in the goals and content of the secondary school curriculum, various aspects of the teaching-learning process, and the preparation and use of instructional materials. Co-taught by certified content instructor. To be taken concurrently with EDU 313 OPE. Taken by Adolescence Mathematics Education majors.

EDU 313
Secondary Math Methods [OPE] (0.0)
(25 hours of school-based field experience) Students will be placed in a secondary mathematics classroom to observe and reflect the curriculum and instruction being implemented. As requested they will assist the host teacher. To be taken concurrently with EDU 313. Taken by Adolescence Mathematics Education majors.

EDU 314
Secondary Science Methods [Lecture] (3.0)
The Secondary Science Methods course includes instruction in the goals and content of the secondary school science curriculum, various aspects of the teaching-learning process, and the preparation and use of instructional materials. Co-taught by certified content instructor. To be taken concurrently with EDU 314 OPE. Taken by Adolescence Science Education majors.

EDU 314
Secondary Science Methods [OPE] (0.0)
(25 hours of school-based field experience) Students will be placed in a secondary science classroom to observe and reflect on the curriculum and instruction being implemented. As requested they will assist the host teacher. To be taken concurrently with EDU 314. Taken by Adolescence Science Education majors.

EDU 317
Secondary Social Studies Methods [Lecture] (3.0)
The Secondary Social Studies Methods course includes instruction in the goals and content of the secondary school curriculum, various aspects of the teaching-learning process, and the preparation and use of instructional materials. Co-taught by certified content instructor. To be taken concurrently with EDU 317 OPE. Taken by Adolescence Social Studies Education majors.

EDU 317
Secondary Social Studies Methods [OPE] (0.0)
(25 hours of school-based field experience) Students will be placed in a secondary social studies classroom to observe and reflect on the curriculum and instruction being implemented. As requested they will assist the host teacher. To be taken concurrently with EDU 317. Taken by Adolescence Social Studies Education majors.

EDU 318
History & Philosophy of Art Education [Lecture] (3.0)
(See description for ART 318)

EDU 322
Elementary Inclusive Language Arts Methods [Lecture] (2.0)
This course includes instruction in the NYS Standards, goals and content of the elementary school curriculum in language arts. The course also addresses various aspects of the teaching-learning process, and the preparation and use of instructional materials. Prerequisites: EDU 333 and formal admission to the Teacher Education Program. Taken by

Childhood/Special Education majors and Early Childhood/Students with Disabilities majors.

EDU 323
Elementary Math Methods [Lecture] (2.0)
This course includes instruction in the NYS Standards, goals and content of the elementary school curriculum in mathematics. The course also addresses various aspects of the teaching-learning process, and the preparation and use of instructional materials. Prerequisites: EDU 333 and formal admission to the Teacher Education Program. Taken by Childhood/Special Education majors and Early Childhood/Students with Disabilities majors.

EDU 324
Elementary Science Methods [Lecture] (2.0)
This course includes instruction in the NYS Standards, goals and content of the elementary school curriculum in science. The course also addresses various aspects of the teaching-learning process, and the preparation and use of instructional materials. Prerequisites: EDU 333 and formal admission to the Teacher Education Program. Taken by Childhood/Special Education majors and Early Childhood/Student with Disabilities majors.

EDU 325
Elementary Inclusive Social Studies Methods [Lecture] (2.0)
This course includes instruction in the NYS Standards, goals and content of the elementary school curriculum in social studies. The course also addresses various aspects of the teaching-learning process, and the preparation and use of instructional materials. Prerequisites: EDU 333 and formal admission to the Teacher Education Program. Taken by Childhood and Special Education majors and Early Childhood/Students with Disabilities majors.

EDU 330
Classroom Behavior Management [Lecture] (3.0)
The skills and competencies needed in order to manage effectively the classroom behavior of all students will be examined. The focus will be on the principles of developing a positive climate that facilitates learning. Participants explore the role of the teacher as the proactive manager of classroom environment, of student behavior (including self-management discipline), and of curriculum planning and delivery. To be taken concurrently with EDU 330 OPE. Taken by Education majors. (Note: EDU 330 OPE is not required for Adolescence Education majors.)

EDU 330
Classroom Behavior Management [OPE] (0.0)

(30 hours of school-based field experience) The student will record reflections of school-based experience in a journal. The journal will include examples of how the teacher facilitated the management of students and comments on how the environment was structured to facilitate learning. To be taken concurrently with EDU 330. Taken by Education majors. (Note: EDU 330 OPE is not required for Adolescence Education majors.)

EDU 333

Strategies for Inclusive Teaching [Lecture] (3.0)

This course provides a variety of effective instructional strategies for all students, including those with disabilities and other learning needs. Course content includes strategies for inclusive teaching, motivation, retention, and lesson and unit planning. Taken by Childhood/Special Education majors and Early Childhood/Students with Disabilities majors.

EDU 340

Family Systems, Teaming, and Collaboration for Inclusive Education [Lecture] (3.0)

This course emphasizes developing effective communication techniques to use with personnel in educational settings, including parents of individuals with disabilities, and ancillary personnel. It will focus on the educator's role in the Individuals with Disabilities Act and will work on how to interpret and write standards-based Individual Educational Plans. Students will examine the different roles and functions of the special educator and how this person will work in collaboration with others. Emphasis will be placed on the development of collaborative skills to be used in inclusive educational settings for students with disabilities. Taken by Childhood/Special Education majors and Early Childhood/Students with Disabilities majors.

EDU 350

Early Childhood Education I [Lecture] (3.0)

This course provides an overview of infant/child development from birth through age six, with an emphasis on formulating developmentally appropriate practices for teachers and parents. Topics include observations, evaluation, management, teaching skills, accreditation, and multi-cultural and local resources. Taken by Early Childhood/Students with Disabilities majors.

EDU 351

Early Childhood Education II [Lecture] (3.0)

This course focuses on theories of early childhood education and their implementation in early childhood settings. Topics include developmental stages, goal setting, managing programs, material review, instructional strategies, and the melding of theory into practice. A minimum of three

hours per week of field work with young children is required. To be taken concurrently with EDU 351 OPE. Taken by Early Childhood/Students with Disabilities majors.

EDU 351
Early Childhood Education II [OPE] (0.0)
(30 hours of school-based field experience) Students will be placed in a pre-k setting in which they will observe the developmental stages of young children and the instructional strategies used by the teacher. They will work with the teacher and interact with individual and groups of children. Students will improve their observational skills and learn to use a variety of assessment tools. Students will be asked to integrate course learning with their field experience and keep a written reflective journal about the experience. To be taken concurrently with EDU 351. Taken by Early Childhood/Students with Disabilities majors.

EDU 352
Emergent Language & Literacy [Lecture] (3.0)
This course provides an overview of the development of oral language, examines the language process, and explores strategies for supporting oral language development in young children. Additionally, it examines the connection between oral and written language, the development of emergent literacy, and the tools for assessing language development. Topics include developmentally appropriate practice, stages of language development, assessment of young language users, and resources for teachers of children ages birth through second grade. To be taken concurrently with EDU 352 OPE. Taken by Early Childhood/Students with Disabilities majors.

EDU 352
Emergent Language & Literacy [OPE] (0.0)
(40 hours of school-based field experience) Students will be placed in a primary classroom (Grades K-2) in which they will observe the language and literacy development of young children. They will observe reading instruction, analyze reading materials used with emergent readers and assist the teacher in working with pupils in small groups and individually. The students will also use a variety of literacy assessment tools and prepare a case study. Students will be asked to integrate course learning with their field experience and keep a written reflective journal about the experience. To be taken concurrently with EDU 352. Taken by Early Childhood/Students with Disabilities majors.

EDU 370
Middle School Theory and Practice [Lecture] (3.0)

This course will prepare students for teaching at the middle school level by focusing on: 1) the developmental needs and characteristics of children in middle schools; 2) the middle school movement with its "whole-child" philosophy; 3) the design, implementation, and assessment of interdisciplinary learning experiences for children at the middle school level; 4) reading enrichment and remediation strategies for the native and non-native English-speaking middle school students; and 5) collaboration among teachers and between teachers and other educational professionals in serving middle school students. Students will also be introduced to scheduling issues in middle schools, state assessment policies and practices, and to trends in the provision of academic intervention services. To be taken concurrently with EDU 370 OPE. Taken by Adolescence Education majors and Childhood/Special Education majors seeking the middle school extension certification.

EDU 370

Middle School Theory and Practice [OPE] (0.0)

(25 hours of school-based field experience) Students will see a middle school first hand and better understand how students at this age are best served with the implementation of middle level best practices. To be taken concurrently with EDU 370. Taken by Adolescence Education majors and Childhood/Special Education majors seeking the middle school extension certification.

EDU 379

Reading in the Content Area [Lecture] (3.0)

This course will introduce students preparing for middle and high school teaching to issues in the teaching of literacy. Students will learn current theoretical frameworks in the field of literacy with a focus on addressing reading needs in the content areas. Emphasis will be placed on the development of reading enrichment and remediation programs for students in middle and high schools, both native and non-native speakers of English. To be taken concurrently with EDU 379 OPE. Taken by Adolescence Education majors and Childhood/Special Education majors seeking the Middle School Extension certification.

EDU 379

Reading in the Content Area [OPE] (0.0)

(25 hours of school-based field experience) Students will observe using their understanding of the best educational practices from coursework in education classes, with special focus on literacy issues. Students will record observations in a journal. To be taken concurrently with EDU 379. Taken by Adolescence Education majors and Childhood/Special Education majors seeking the Middle School Extension certification.

EDU 380

Language Acquisition and Literacy [Lecture] (3.0)

This course will provide secondary education majors with the opportunity to examine and evaluate instructional strategies and practices for literacy instruction at the middle and high school levels. Because adolescent readers are asked to "read to learn," it is important for secondary teachers to understand reading as a language-based process that becomes more challenging as texts become more subject specific. Focus will be on how readers learn to read, the reading process, the five essential elements of teaching reading, reading difficulties, and the implications for teachers whose primary responsibility is teaching content. Brain-based research, special education, and remedial reading instruction will be embedded in the course. Taken by Adolescence Education, Visual Art Education, and Physical Education majors.

EDU 400A

Early Childhood Education Student Teaching A [Practicum] (6.0)

One semester during the senior year is devoted to the actual teaching process. The student spends the semester in schools observing, participating, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the college supervisor. This course is the first in a two course placement. Prerequisites: all EDU courses with required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Students take EDU 440 concurrently with EDU 400A and B. Application deadlines for student teaching: January 15 (for fall semester) and September 1 (for spring semester).

EDU 400B

Early Childhood Education Student Teaching B [Practicum] (6.0)

One semester during the senior year is devoted to the actual teaching process. The student spends the semester in schools observing, participating, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the college supervisor. This course is the second in a two course placement. Prerequisites: all EDU courses with required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Students take EDU 440 concurrently with EDU 400A and B. Application deadlines for student teaching: January 15 (for fall semester) and September 1 (for spring semester).

EDU 401A

Elementary Student Teaching A [Practicum] (6.0)

One semester during the senior year is devoted to the actual teaching

process. The student spends the semester in schools observing, participating, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the College supervisor. This course is the first in a two course placement. Prerequisites: all EDU courses with required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Students take EDU 441 concurrently with EDU 401 A and B. Application deadlines for student teaching: January 15 (for fall semester) and September 1 (for spring semester).

EDU 401B

Elementary Student Teaching B [Practicum] (6.0)

One semester during the senior year is devoted to the actual teaching process. The student spends the semester in schools observing, participating, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the College supervisor. This course is the second in a two course placement. Prerequisites: all EDU courses with required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Students take EDU 441 concurrently with EDU 401 A and B. Application deadlines for student teaching: January 15 (for fall semester) and September 1(for spring semester).

EDU 402A

Adolescence Education Student Teaching A [Practicum] (6.0)

One semester during the senior year is devoted to the actual teaching process. The student spends the semester in schools observing, assisting, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the College supervisor. This course is the first in a two course placement. Prerequisites: all EDU courses with required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Students take EDU 442 concurrently with EDU 402 A and B. Application deadlines for student teaching: January 15 (for fall semester) and September 1 (for spring semester).

EDU 402B

Adolescence Education Student Teaching B [Practicum] (6.0)

One semester during the senior year is devoted to the actual teaching process. The student spends the semester in schools observing, assisting, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the College supervisor. This course is the second in a two course placement. Prerequisites: all EDU courses with

required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Students take EDU 442 concurrently with EDU 402 A and B. Application deadlines for student teaching: January 15 (for fall semester) and September 1 (for spring semester).

EDU 403A

Music Student Teaching I [Practicum] (5.0)

One semester during the senior year is devoted to the actual teaching process. The student spends the semester in schools observing, assisting, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the college supervisor. This course is the first in a two course placement. Prerequisites: all EDU courses with required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Application deadlines for student teaching: January 15 (for fall semester) and September 1 (for spring semester).

EDU 403B

Music Student Teaching II [Practicum] (5.0)

One semester during the senior year is devoted to the actual teaching process. The student spends the semester in schools observing, assisting, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the college supervisor. This course is the second in a two course placement. Prerequisites: all EDU courses with required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Application deadlines for student teaching: January 15 (for fall semester) and September 1 (for spring semester).

EDU 404A

Art Student Teaching I [Practicum] (6.0)

One semester during the senior year is devoted to the actual teaching process. The student spends the semester in schools observing, assisting, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the college supervisor. This course is the first in a two course placement. Prerequisites: all EDU courses with required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Application deadlines for student teaching: January 15 (for fall semester) and September 1 (for spring semester).

EDU 404B

Art Student Teaching II [Practicum] (6.0)

One semester during the senior year is devoted to the actual teaching

process. The student spends the semester in schools observing, assisting, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the college supervisor. This course is the second in a two course placement. Prerequisites: all EDU courses with required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Application deadlines for student teaching: January 15 (for fall semester) and September 1 (for spring semester).

EDU 405A

Physical Education Student Teaching I [Practicum] (6.0)

One semester during the senior year is devoted to the actual teaching process. The student spends the semester in schools observing, assisting, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the college supervisor. Prerequisites: all EDU and PPE courses with required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Application deadlines for student teaching: January 15 (for fall semester) and September 1 (for spring semester).

EDU 405B

Physical Education Student Teaching II [Practicum] (6.0)

One semester during the senior year is devoted to the actual teaching process. The student spends the semester in schools observing, assisting, and teaching under the direction of a master teacher. The student teacher is required to engage in self-appraisal while receiving frequent and regular appraisals from the master teacher and the college supervisor. Prerequisites: all EDU and PPE courses with required grade achieved, minimum of 2.70 GPA, and all OPE hours completed. Application deadlines for student teaching: January 15 (for fall semester) and September 1 (for spring semester).

EDU 421

Contemporary Issues in Art Education Methods [Lecture and Laboratory] (3.0)

This course analyzes current prospective instructional trends in art education. Course objectives focus on helping students execute learning experiences, conceptualized around the national standards of art education. This course presents instructional knowledge and techniques to integrate discursive views on art education while making educated instructional decisions in devising culturally responsive instruction. Also listed as ART 421. Prerequisites: ART 318 and 319 with a minimum grade of B- in each course.

EDU 440

Early Childhood Education Student Teaching Capstone [Lecture] (2.0)

This capstone experience is taken concurrently with student teaching. The students will debrief and process their student teaching experiences. Attention will be given to classroom management issues, to schools as organizations, and to hiring and interviewing processes. Taken by Early Childhood/Students with Disabilities majors concurrently with Student Teaching EDU 400.

EDU 441

Childhood Education Student Teaching Capstone [Lecture] (2.0)

This capstone experience is taken concurrently with student teaching. The students will debrief and process their student teaching experiences. Attention will be given to classroom management issues, to schools as organizations, and to hiring and interviewing processes. Taken concurrently with Student Teaching EDU 401.

EDU 442

Adolescence Education Student Teaching Capstone [Lecture] (2.0)

This capstone experience is taken concurrently with student teaching. The students will debrief and process their student teaching experiences. Attention will be given to classroom management issues, to schools as organizations, and to hiring and interviewing processes. Taken by Adolescence Education majors concurrently with Student Teaching EDU 402.

EDU 444

K-12 Student Teaching Generalist Seminar [Lecture] (0.5)

This capstone experience is taken concurrently with student teaching and the relevant Student Teaching Content Seminar. Student teachers in all K-12 programs will together debrief and process their student teaching experiences. Attention will be given to pedagogical issues relevant to all teachers.

EDU 495

Independent Study in Education [Independent Study] (1.0-3.0)

Independent study provides the opportunity to pursue advanced or special-interest topics not covered in the curriculum. Prerequisites: 1. Junior standing. 2. A minimum of 9 semester hours in the discipline of the Independent Study. 3. A minimum grade point average of 2.50 in the discipline. 4. Proof of motivation and ability to work independently. 5. Approval of the division in which the study is to be taken. 6. Permission from the student's advisor, the course instructor, the Division Chair, and the Registrar.

EDU 498

Undergraduate Research [Independent Study] (1.0-3.0)

Students conduct laboratory research in education under supervision of a faculty member. Permission of instructor is required. Guidelines for Independent Study apply. A written report is required. (May be repeated with new research.) Prerequisites: 1. Junior standing. 2. A minimum of 9 semester hours in the discipline of the Independent Study. 3. A minimum grade point average of 2.50 in the discipline. 4. Proof of motivation and ability to work independently. 5. Approval of the division in which the study is to be taken. 6. Permission from the student's advisor, the course instructor, the Division Chair, and the Registrar.

EDU 498H

Honors Undergraduate Research [Honors Option] (1.0-3.0)

Students conduct laboratory research in education under supervision of a faculty member. Permission of instructor is required. Guidelines for Independent Study apply. A written report is required. (May be repeated with new research) Prerequisites: 1. Junior standing 2. A minimum of 9 semester hours in the discipline of the Independent Study 3. A minimum grade point average of 2.50 in the discipline 4. Proof of motivation and ability to work independently 5. Approval of the division in which the study is to be taken 6. Permission from the student's advisor, the course instructor, the Division Chair, and the Registrar

Professional Physical Education

PPE 150

Foundations of Physical Education [Lecture] (2.0)

This course provides an introduction to the field of physical education and sport with emphasis on history and the philosophies that shaped that history. Extensive coverage is given to the status of physical education today, with special attention paid to New York State. (Offered alternate years)

PPE 225

Administration Interscholastic Athletics [Lecture] (3.0)

The nature of athletic administration, duties and responsibilities of directors, policies and practices, programs, administration of related programs, and New York State Education Department regulations are studied. This meets

the New York State coaching certification requirement: The Philosophy, Principles, and Organization of Athletics in Education. (Offered alternate years)

PPE 235
Coaching Techniques & Practices [Lecture] (3.0)
Designed to prepare coaches, this course covers all aspects of the role of the coach as a professional. It uses practical coaching examples to take coaches through the teaching/learning process and offers valuable advice for improving teaching effectiveness. PPE 235 and PPE 450 meet the New York State coaching certification requirement: Theory and Techniques of Coaching. (Offered alternate years)

PPE 250
Scientific Bases of Exercise [Lecture] (3.0)
In this introductory course of the two scientific disciplines that relate directly to exercise, namely biomechanics and exercise physiology, information is presented that highlights two main categories. First, in each scientific area, background material is presented upon which athletic performance is based. Second, scientific topics are addressed which have direct applicability to coaching athletics and teaching sports skills. This meets the New York State coaching certification requirement: Health Sciences Related to Coaching. (Offered alternate years)

PPE 260
Individual/Dual Sports [PE Skills] (3.0)
This course introduces students to the basic principles involved in planning, teaching, and assessment of a variety of individual/dual games including, but not limited to, bowling, golf, racquetball, track and field, tennis, badminton, and lawn games. Students will also work on their own competency skills in each sport. (Offered alternate years)

PPE 270
Team Sports [PE Skills] (3.0)
This course introduces students to the basic principles involved in planning, teaching, and assessment of a variety of team games including, but not limited to, basketball, soccer, volleyball, flag football, softball/baseball, and team handball. Students will also work on their own competency skills in each sport. (Offered alternate years)

PPE 310
Measurement & Evaluation [Lecture] (3.0)
This course will address the many ways to assess physical education, including the use of technology in that assessment. Special attention will be

paid to the New York State Physical Education Profile. (Offered alternate years)

PPE 315
Elementary Physical Education [Lecture] (3.0)
This course will expose students to the knowledge, materials, methods, and experiences that will prepare them to teach physical education in the elementary schools. To be taken concurrently with PPE 315 OPE. (Offered alternate years)

PPE 315
Elementary Physical Education [OPE] (0.0)
A 25-hour field experience observing and working with students in an elementary physical education setting. To be taken concurrently with PPE 315. (Offered alternate years)

PPE 320
Secondary Physical Education [Lecture] (3.0)
This course will expose students to the knowledge, materials, methods, and experiences that will prepare them to teach physical education in the secondary schools. To be taken concurrently with PPE 320 OPE. (Offered alternate years)

PPE 320
Secondary Physical Education [OPE] (0.0)
A 25-hour field experience observing and working with students in a secondary education setting. To be taken concurrently with PPE 320. (Offered alternate years)

PPE 325
Methods of Teaching Physical Education [Lecture] (3.0)
This course will cover the "how" of teaching physical education in the elementary and secondary schools, with special attention given to classroom management skills and teaching strategies. (Offered alternate years)

PPE 330
Adapted Physical Education [Lecture] (3.0)
In this course, students will gain an understanding for planning, organizing, and implementing an adapted physical education program. This includes making assessments, writing IEPs, and developing strategies for individualizing instruction. To be taken concurrently with PPE 330 OPE. (Offered alternate years)

PPE 330
Adapted Physical Education [OPE] (0.0)
A 25-hour field experience related to implementing an adapted physical education program. To be taken concurrently with PPE 330. (Offered alternate years)

PPE 350
Analysis of Human Motion [Lecture] (3.0)
Mechanical analysis of human movement as related to physical activity is taught in this course. Prerequisites: BIO 201 and 202. (Offered alternate years)

PPE 360
Motor Learning [Lecture] (3.0)
This course focuses on the application of basic principles of learning as applied to physical activity to teaching and acquiring motor skills. Prerequisites: BIO 201 and 202. (Offered alternate years)

PPE 443
K-12 Physical Education Student Teaching Content Seminar [Lecture] (0.5)
This capstone experience is taken concurrently with student teaching. The students will debrief and process their student teaching experiences. Attention will be given to classroom management issues, to schools as organizations, to hiring and interviewing processes, and to the review of pedagogical issues in physical education.

PPE 450
Coaching Practicum [Practicum] (2.0)
This practicum offers the student the opportunity to coach adolescents under the supervision of a master coach. This practicum, along with PPE 235, meets the New York State coaching certification requirement for Theory and Techniques of Coaching. Prerequisites: PPE 225, PPE 235, and PPE 250.

PPE 451
Junior Practicum [OPE] (0.0)
A 20-hour field experience providing practice in teaching physical education to homeschooled stduents. To be taken concurrently with PPE 451. Prerequisites: PPE 310, 315, 320, 325, and 330 or permission of the instructor.

PPE 451
Junior Practicum [Practicum] (1.0)
This course involves planning for and teaching homeschool children twice a

week in a physical education class. Should be taken the semester immediately preceding student teaching. To be taken concurrently with PPE 451 OPE. Prerequisites: PPE 310, 315, 320, 325, and 330 or permission of the instructor.