

DEPARTMENT OF EDUCATION

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The Department of Education coordinates all teacher education programs, both undergraduate and graduate, for the School of Humanities and Sciences. In addition to providing courses required for H&S teacher education programs, the department offers a minor in Education Studies, a number of open elective courses, and core professional education coursework for teacher education programs offered in the other schools. The department promotes educational outreach for teacher education programs campus-wide by sponsoring seminars, workshops, and conferences for teachers and prospective teachers. It administers a number of formal partnerships with area schools, including Partnership in Teaching, Ithaca College-South Hill School Partnership, Ithaca College-Boynton Middle School Partnership, and the Ithaca College-Frederick Douglass Academy Partnership.

The Office of Teaching and Certification, located in the Department of Education, assists all teacher education students with issues pertaining to teacher certification. The department also maintains data on all student teacher placements, facilitates mentor-teacher payments, coordinates accreditation of the teacher education programs, and serves as the chief liaison with the New York State Education Department on all teacher education matters.

UNIT-WIDE ASSESSMENT SYSTEMS IN ITHACA COLLEGE TEACHER EDUCATION PROGRAMS

The All-College Teacher Education Unit at Ithaca College requires all teacher education students, regardless of program area, to be reviewed at four programmatic transition points during their course of study. Continuation in a teacher education major is contingent upon the student successfully meeting the requirements of each transition point review; therefore, admission into one of the Ithaca College Teacher Education Program majors at admission or upon transfer to the College does not guarantee that a student will be allowed to participate in the semester-long student teaching/externship experience or to be a program completer eligible for teaching certification. The four unit-wide assessment reviews students must successfully complete occur at the following transitions in a student's program:

1. Admission to Professional Education;
2. Admission to Student Teaching/Externship;
3. Completion of Student Teaching/Externship; and
4. Completion of Program.

As part of these reviews, student progress in meeting the Ithaca College teacher education program standards, the New York State Teaching Standards, the IC Teacher Education Professional Qualities and Dispositions, and, if applicable, the standards of the relevant Specialized Professional Association is assessed by program-specific reviewers. Specific details about programs' particular requirements and procedures, including supports for students who do not meet the criteria for a review, may be found in the handbooks of individual teacher education programs.

Minors

- Education Studies Minor (<https://catalog.ithaca.edu/undergrad/schools/school-humanities-sciences/department-education/education-studies-minor/>)

Additional Education Requirements

1. All teaching-option students must successfully complete a year of college-level study in a language other than English or demonstrate equivalent proficiency. Some departments require two years of language study; consult departmental requirements.
2. All teaching-option students must successfully complete a writing course numbered WRTG 10600 or above.
3. All teaching-option students must maintain a minimum overall G.P.A. of 3.0 as well as a G.P.A. of 3.0 in their subject area coursework.
4. Students must earn a grade of B or better in all EDUC courses in the Education Core to qualify for student teaching. A grade of B- does not qualify.
5. EDUC 49810 and EDUC 41210 constitute a full course load during the student-teaching semester. No additional courses may be taken nor can teacher candidates participate in extra-curricular activities that have the potential to affect time for teaching and preparation.
6. During the semester of student teaching, the student may not play a college sport.
7. All candidates for initial certification must successfully complete all New York State Certification tests or performance assessments required by the state for the applicant's intended teaching certificate (type, grade levels, and subject areas).
8. The department chair and the coordinator of teacher education in the subject area must approve any exceptions to the above requirements.
9. The All-College Teacher Education Unit at Ithaca College requires teacher education students, regardless of program area, to be reviewed at four programmatic transition points during their course of study. Continuation in a teacher education major is contingent upon the student successfully meeting the requirements of each transition point review; therefore, admission into one of the Ithaca College Teacher Education Program majors at admission or upon transfer to the College *does not guarantee* that a student will be allowed to complete the program required for teaching certification.

Teacher education programs in other schools have different Core Education Requirements; see each program for details.

School of Music

- Music Education (<https://catalog.ithaca.edu/undergrad/schools/school-music/music-education/>)
- Performance/Music Education (<https://catalog.ithaca.edu/undergrad/schools/school-music/music-education/>)

EDUC 10200 Reading Foundations (LA)

Study of research and theory related to literacy development, early childhood through adolescence. Includes attention to literacy in families and communities, literate practices inside and outside of classrooms, biliteracy and literacy across cultures, psycholinguistic theories of reading, reader response, and the research on literacy methods, curricula, and texts commonly used in classrooms. (F-S, Y)

Attributes: SS

2 Credits

EDUC 19210 Child Abuse Identification and Prevention (NLA)

A two-hour workshop on child abuse identification and prevention.

Offered at least once each semester. Pass-Fail only. (F-S)

0 Credit

EDUC 19220 Drug and Alcohol Abuse: Identification and Prevention (NLA)

A two-hour workshop on the identification and prevention of drug and alcohol abuse. Offered at least once each semester. Pass-Fail only. (F-S)
0 Credit

EDUC 19230 School Violence Prevention (NLA)

A two-hour workshop on school violence prevention. Offered at least once a semester. Pass-fail only. Zero credits. (F-S, Y)
0 Credit

EDUC 19240 Harassment, Bullying, and Discrimination in Schools: Prevention and Intervention (NLA)

A six-hour workshop on harassment, bullying, cyberbullying, and discrimination prevention and intervention. Offered at least once per semester. Pass-Fail only. (F-S)
0 Credit

EDUC 20000 Education and Society (LA)

Open elective for students interested in exploring educational issues and the interaction between schools and society. Includes study of the history and philosophy of U.S. education, educational systems in other countries, and research and opinion concerning contemporary educational policy and practice. Students use course materials as a lens for reflecting on their own school experience and for developing informed positions about how to improve U.S. schools. (F-S)
Attributes: 1, AN3, H, SS
3 Credits

EDUC 20100 Technology for the Middle/Secondary School Teacher (NLA)

Introduction to the concepts and skills necessary for applying/using information technology in educational settings. Topics include basic computer/technology operations and concepts, terminology, modes of access, manipulation of data, installation and use of software, basic troubleshooting, use of a variety of peripheral devices, social and ethical issues, and the pedagogical use of various technologies. Projects require integrating and applying concepts and skills developed in the course to students' fields in the teaching profession. Prerequisites: Sophomore standing and open only to students in teacher education programs and speech-language pathology. (F,Y)
2 Credits

EDUC 20200 Literacy Across the Disciplines for Middle and Secondary Education (NLA)

Offers prospective middle- and secondary- level teachers with understandings and analysis of teaching methods used to facilitate content-specific literacy. Helps students recognize and identify the nuances of a discipline by using literacy strategies that make thinking visible. Topics include how to foster disciplinary literacy, Common Core State Standards for literacy in the subject areas, media literacy, sociocultural literacy, and recognizing and planning for culturally and linguistically diverse classrooms. Required 15 hour field experience. Prerequisites: EDUC 10200. (F,S,Y)
2 Credits

EDUC 21010 Educational Psychology (LA)

Study of human development from infancy through adolescence, including cognitive and behavioral approaches to learning in the context of school and other instructional situations. Attention given to the empirical (scientific) attitude in relating theory and practice in various educational settings. Prerequisites: Sophomore standing. (F-S,Y)
Attributes: 1, SS, TE
3 Credits

EDUC 21800 Introduction to Pedagogy and Practice (NLA)

Theory and practice in teaching across the disciplines in secondary schools. Emphasis on instructional planning, models and processes of teaching, classroom management, and the assessment of student learning. Introduction to structured observation and reflective practice. Prerequisite: Sophomore standing and enrollment in an H&S teaching option major or the Education Studies Minor. (F,Y)
3 Credits

EDUC 21910 Early Field Experience: Theory and Practice (LA)

Introduces students to public and/or private education system in an extended field experience; each student completes 50 hours of fieldwork in an educational setting. This is a coordinated offering of Ithaca College and the area schools. Prerequisites: EDUC 19210, EDUC 21010, sophomore standing; open only to H&S teaching option majors and Speech-Language Pathology and Audiology majors. (F-S,Y)
Attributes: TE, UND
3 Credits

EDUC 22000 Issues in Elementary Education (LA)

Investigates contemporary issues in elementary education, including historical development of elementary classroom practice (emphasis on reading instruction); philosophical and psychological theories of learning; women's role in elementary school teaching; children's literature and storytelling in child development; impact of societal problems on children and families; media literacy initiatives in elementary schools; assessment practices; conflict resolution; family involvement in children's schooling; multicultural understandings; calls for, and examples of, school reform. Prerequisites: Sophomore standing or above. (F-S,Y)
Attributes: SS
3 Credits

EDUC 22500 Cultural & Linguistic Diversity in K-12 Schools (LA)

This course guides students in developing a knowledge base about culturally and linguistically diverse students in K-12 schools in the United States. Examines major theories related to educating immigrant students as well as a culturally and linguistically diverse student population and engages students in critical analysis of education policy and practice at the institutional level. Prerequisites: Sophomore standing. (Y)
Attributes: AN3, DV, HM, SO, TIDE, TPJ
3 Credits

EDUC 22900 Second Language Acquisition: Its Nature and Meaning for Educators (LA)

A comparison of first- and subsequent-language learning as it affects the school-age population. The sociocultural nature of language and language acquisition is addressed, as well as specific needs in the multicultural classroom. The multifaceted fundamentals surrounding the nonnative speaker and second-language learning are provided to prepare the student to understand the paradigm shifts that have resulted from demographic changes in this country. This course requires 16-20 hours of field experience and/or observation. Prerequisites: Sophomore standing. (S,Y)
Attributes: SS, TE
2 Credits

EDUC 23900 Foundations of Special Education and Inclusivity (LA)

Introduces future educators to populations of children encountered in diverse classrooms and examines topics related to inclusion. Considers the access and functional needs of various populations, including students with diagnosed disabilities. Reviews federal mandates, legal issues, ethical and equity issues, family issues, school personnel collaboration, and education methodologies. This course requires 15 hours of fieldwork. Intended for education students in the School of Humanities and Sciences and the School of Music. (F,S,Y)

Attributes: TE, UND
3 Credits

EDUC 29000-29001 Selected Topics in Education (LA)

Investigation of selected topics in the field of education as determined by specialized faculty research, teaching interests, and trends. (IRR)

Attributes: UND
1-4 Credits

EDUC 29900 Research Project in Education (LA)

Individual or research team study, under the supervision of a faculty member, to explore issues in education. Written proposal to the Chair of the Education Department and the faculty supervisor, describing the terms of the research project, is required. This course may be repeated for a total of Prerequisites: Sophomore standing and permission of instructor. (F-S)

Attributes: UND, WGS
1-3 Credits

EDUC 34000 Social and Cultural Foundations of Education (LA)

Required for all students in teacher certification programs, but open to other students as well. Combines historical, philosophical, sociological, and anthropological perspectives to investigate contemporary social and cultural issues in education and teaching. Provides preparation for critically reflective decision making and for working effectively with diverse students and communities. Topics include equal educational opportunity; the financing of U.S. schools; tracking/ability grouping; the sociocultural dynamics of teaching and learning; multicultural education; social class issues; gender bias and equity; the experiences of African American, Latino, Asian American, and linguistic minority students in U.S. schools; educating students with disabilities; the role of religion in U.S. schools; issues of sexuality; working with families and communities; developing schools as caring learning communities; effective uses of technology; and recent proposals for school reform. Prerequisites: Sophomore standing. (F,S)

Attributes: 1, AN3, CNSL, DV, H, LAEL, SS, TE
3 Credits

EDUC 34100 Science, Technology, and Society (LA)

Examines the relationship between scientific knowledge, technological innovations and systems, and society by examining the history of technology and science, the social contexts in which science and technology occur, the organizations of people and things that make up science and technology systems, and the social and cultural consequences of scientific and technological change. Intended for teacher education students in the School of Humanities and Sciences. Prerequisites: Junior standing. (IRR)

Attributes: NS
1 Credit

EDUC 34900 Comparative and International Education (LA)

Explores educational goals, policies, and practices around the world through a comparative and international education lens, allowing students to situate the U.S. educational system within a global context. Focuses on topics such as variations and patterns among school systems, policies, reforms, assessment initiatives, and issues related to equity. Prerequisites: EDUC 10000. (IRR)

4 Credits

EDUC 35000 Black Feminist Alchemy: Theory into Practice (LA)

Explores the experiences of Black girls in U.S. schools as they are affected by social constructions and positionalities related to the intersection of race and gender. Through this particular lens, the course explores broader institutional and individual patterns of gendered racism in schools. Prerequisites: EDUC 10000. (IRR)

4 Credits

EDUC 36000 Education for Social Change (LA)

Examination of schools and teaching as forces for constructive social change, investigating how educators can create learning experiences in schools, classrooms, youth programs, and communities that will contribute to the school success of all youth and the development of a more equitable and just society. Particular attention paid to democratic approaches to teaching and learning; multicultural education; critical reflection; experiential learning; youth activism; community-based education; and innovative uses of technology. Class discussion and weekly volunteer projects. Prerequisites: Sophomore standing or above; EDUC 21010, EDUC 34000. (IRR)

3 Credits

EDUC 37000 Culture and Community in Education and Teaching (LA)

A sociocultural analysis of schools, teaching, and learning for the purpose of creating more effective educational experiences for culturally diverse learners. Students learn to incorporate knowledge about race, ethnicity, social class, gender, and other important aspects of culture into the design of schools and educational programs and lessons. Particular attention is given to cultural information about African American, Latino, and Asian American youth and families. All students in the course work a minimum of three hours a week with youth in a community program or school and develop projects specific to their interests and community placements. Prerequisites: either EDUC 34000, or two courses from among the following: EDUC 20000, EDUC 22000, EDUC 36000, EDUC 21010, SOCI 11600, SOCI 20700, SOCI 32500, ANTH 10400, and ANTH 31000 and junior standing; or permission of instructor (interested juniors and seniors who do not have the prerequisites are encouraged to contact the professor).

Attributes: 1, AN3, CNSL, SS, WGS, WGS3
3 Credits

EDUC 40510 Pedagogy and Practice for the Mathematics Teacher

Examination of current research and practice in the effective teaching of mathematics at the middle and high school levels. Focus on national and state standards in mathematics, instructional planning and differentiation, appropriate uses of technology, approaches to assessment, and the integration of literacy into the mathematics curriculum. Introduction to professional organizations, journals, and research. Twenty-hour field experience required. Prerequisites: Senior standing; open only to math with teaching option majors. (F,Y)

Attributes: TE
3 Credits

EDUC 40800 Professional Development Seminar (NLA)

Seminar in the development of a personal philosophy of education and the preparation of a professional portfolio. Analysis of fall semester field-based experiences and professional program advising. Prerequisite: Senior standing. Pass-Fail only. (F, Y)
0 Credit

EDUC 40910 Pedagogy and Practice in the Teaching of Social Studies (NLA)

Examination of current research and practice in the effective teaching of social studies at the middle and high school levels. Focus on national and state standards in social studies, mastery of theoretical concepts and their application in the classroom, instructional planning and differentiation, appropriate uses of technology, approaches to assessment, and the integration of literacy in the social studies curriculum. Introduction to professional organizations, journals, and resources. Twenty-hour field experience required. Prerequisites: Senior standing; open only to social studies with teaching option majors. (F,Y)
Attributes: TE, UND
3 Credits

EDUC 41010 Pedagogy and Practice for the Science Teacher (NLA)

Examination of current research and practice in the effective teaching of science at the middle and high school levels. Focus on national and state standards in science, instructional planning and differentiation, appropriate uses of technology, approaches to assessment, laboratory organization and safety, and the integration of literacy in the science curriculum. Twenty-hour field experience required. Prerequisites: Senior standing; open only to biology with teaching option, chemistry with teaching option, or physics with teaching option majors. (F,Y)
Attributes: TE, UND
3 Credits

EDUC 41110 Pedagogy and Practice for the English Teacher (NLA)

Examination of current research and practice in the effective teaching of English at the middle and high school levels. Focus on national and state standards in English language arts, instructional planning and differentiation, appropriate use of technology, approaches to assessment, and support for students' literacy development. Introduction to professional organizations, journals and resources. Twenty-hour field experience required. Prerequisites: Senior standing; open only to English with teaching option majors. (F,Y)
Attributes: TE, UND
3 Credits

EDUC 41210 Seminar in Reflective Practice (LA)

Taken concurrently with EDUC 49810. Serves as the reflective component of student teaching, where students will analyze their teaching and identify how to use community-based assets to enhance their students' learning. Students develop culminating projects that require reflection and that demonstrate professional knowledge, skills, and dispositions required by the program and state. Prepares student teachers for the professional job search and offers preparation for future professional growth. Corequisites: EDUC 49810. (S,Y)
Attributes: TE
3 Credits

EDUC 41300 Selected Topics in the Foundations of Modern Education (LA)

Seminar course. Specialized inquiries in sociology of education, philosophy of education, or history of education. (IRR)
Attributes: HU, SS
3 Credits

EDUC 41310 Pedagogy and Practice of Teaching Languages Other Than English (NLA)

Examination of current research and practice in the effective teaching of languages other than English at the middle and high school levels. Focuses on national and state standards in the teaching of modern languages, instructional planning and differentiation, appropriate uses of technology, approaches to assessment, and issues related to second language development and literacy development. Introduction to professional organizations, journals and resources. Twenty-hour field experience required. Prerequisites: Senior standing; open only to German with teaching option, French with teaching option, and Spanish with teaching option majors. (F,Y)
Attributes: TE, UND
3 Credits

EDUC 41410 Pedagogy and Practice for the Art Teacher (NLA)

Examines the teaching of visual art to students at the elementary, middle, and secondary levels. This course will provide grounding in the history of art education in the United States, current theory and practice teaching art, and artistic development in children and adolescents. Emphasis is placed on the New York State standards in the visual arts for development of art lessons that contain relevant objectives, motivation, methodology, and evaluation techniques. Various art materials, techniques, and processes suitable for k-12 levels will be examined. Additional topics are incorporating art history, aesthetics, and art criticism in the curriculum; health and safety issues of art materials; art room organization; selecting and ordering supplies; and fostering professionalism. This course also provides practice in developing teaching skills through presentation of lesson plans in various media at the elementary, middle, and secondary levels. Twenty hours of observation and fieldwork in local public schools are required. Prerequisites: Senior standing; open only to art education majors (F,Y)
4 Credits

EDUC 49600 Senior Seminar in Education Studies (LA)

Synthesizes key understandings from across the Education Studies Curriculum by engaging students in reflection on their program. Students complete a culminating project that represents their development across the minor, the themes across their coursework, and key understandings related to sociocultural issues in education, engagement with communities, and education in the service of social justice. (Y)
1 Credit

EDUC 49700 Fieldwork in Education (NLA)

Directed fieldwork under a teacher education program faculty member's supervision, culminating in a major paper or comparable product. Written proposal to the teacher education program, describing the terms of the particular project, is required. Open only to juniors and seniors who have completed one or more courses at level 3 or 4 in education. Prerequisites: Permission of instructor. Variable credit. (F-S)
1-9 Credits

EDUC 49810 Professional Semester in Education (NLA)

Taken concurrently with EDUC 41210. A full semester of observation and supervised teaching at both the middle and high school levels. Additional coursework requires permission of department chair and coordinator of teacher education. Corequisites: EDUC 41210. (F-S,Y)
Attributes: TE, UND
12 Credits

EDUC 49900 Independent Study in Education (LA)

Study with a faculty member of specific problems in education. Written proposal to the coordinator of the teacher education program, describing the terms of the particular project, is required. May be repeated up to six credits. Prerequisites: Permission of instructor. (IRR)
0.5-4 Credits