

## Important Announcement

---

### **ELT Courses Approved by New York State Education Department As Applicable Toward Specific Certification Requirements**

We are pleased to announce the following courses have been reviewed and approved by the NYS Education Department as fulfilling specific certification requirements\* Please contact the [State Education Department](#) or your [regional BOCES](#) certification specialist to ensure that these courses fulfill your individual certification requirements (course content cannot be duplicative of other work previously completed).

All individuals pursuing their first teaching certificate should complete a registered teacher preparation program at an accredited university or college.

**The following courses have been reviewed and approved by the NYS Education Department, Office of Teaching Initiatives, as specified here:**

#### **LITERACY**

##### ***For Certificate Titles that Require 6 Semester Hours in Literacy:***

- **Teaching Literacy Skills Methods:**
  - ENY 717: Beginning Reading, Grades preK-3
  - ENY 802: Enhancing Literacy for All Students
  - ENY 726: Reading Comprehension
  - RDG 663: Creating a Balanced Reading & Writing Program
  - ENY 805: Reading Strategies for At-Risk Students, Gr. K-8
- **Teaching Literacy Skills**
  - ENY 728: Writing as Learning
  - ENY 801: Reading & Writing Across Content Areas

##### ***For Literacy Certification:***

- **Literacy Instruction and Assessment:**
  - ENY 717: Beginning Reading, Grades preK-3
  - ENY 802: Enhancing Literacy for All Students
  - ENY 726: Reading Comprehension
  - RDG 663: Creating a Balanced Reading & Writing Program
  - ENY 805: Reading Strategies for At-Risk Students, Gr. K-8

## **Students with Disabilities (SWD):**

- **Applicable to 12 semester hours for SWD:**  
SED 672: Multiple Intelligences Theory & Practice  
SED 660: TEACH for Exceptional Students  
SED 661: Cooperative Learning for Students with Special Needs  
ENY 729: Inclusion: Education for All, PreK-12
- **Curriculum Instruction:**  
EDUC 503M: Methods & Materials Students with Disabilities  
SED 661: Cooperative Learning for Students with Special Needs
- **Foundations of Special Education:**  
ENY 729: Inclusion: Education for All, PreK-12  
EDUC 502M: Foundations in Education for Students with Disabilities
- **Assessment, Diagnosis and Evaluation:**  
**EDUC 516M: Curricular Assessment and Behavior Management**
- **Managing Environment:**  
EDUC 503M: Methods & Materials Students with Disabilities  
EDUC 654M: Behavior Management for Children with Special Needs

## **Various Certificate Titles:**

- **Early Childhood Developmental Level**  
ENY 717: Beginning Reading, Grades preK-3  
EDUC 513M: Introduction to Early Childhood
- **5-6, 7-9 Extensions**  
EDC 679: Middle Level Education: Foundations for Middle Years  
EDC 680: Middle Level Education: Curriculum, Instruction, and Assessment
- **Guidance (OK for the 60 required credits)**  
EDU 664: Cooperative Discipline  
EDU 671: Encouraging Student Responsibility and Discipline  
EDU 691: Successful Teaching for Acceptance of Responsibility  
ENY 704: Building Communication and Teamwork in Schools  
ENY 701: Designing Motivation for All Learners  
ENY 702: Teaching Skills of the 21st Century  
ENY 678: Proactive Strategies for All Students  
ENY 714: Brain Compatible Learning  
ENY 729: Inclusion: Education for All, PreK-12  
SED 660: TEACH For Exceptional Students  
SED 661: Cooperative Learning Students w/ Special Needs  
ENY 705: Brain Based Ways We Think and Learn  
SED 672: Multiple Intelligences: Theory and Practice  
ENY 807: Applied Behavior Analysis  
ENY 811: Cultural Proficiency  
ENY 812: Autism Spectrum Disorder  
ENY 809: Cyber-Bullying
- **Human Development & Learning**  
SED 672: Multiple Intelligences Theory & Practice

- **Childhood Developmental Level, Pedagogical Core**  
EDC 670: Enhancing English Language Learning in Elementary Classroom
- **Childhood/Adolescent Literature**  
ENY 820: Multicultural Children's Literature
- **Educational Technology Specialists**  
**EDSE 650: Educational Technology**
- **Literacy in the Content Areas**  
ENY 801: Reading & Writing Across Content Areas
- **Developmental Level, Adolescent**  
EDUC 511M: Methods & Materials in Adolescence Education

*\*Please contact the [Office of Teaching Initiatives](#) or your [regional BOCES](#) if you need clarification of your individual certification needs. NYSUT cannot advise you as to which courses you should take to fulfill your specific certification requirements.*

## NYSUT ELT COURSES FOR LITERACY CERTIFICATION

### **ENY 717 – Beginning Reading, Grades PreK-3**

Participants learn a variety of decoding activities in phonemic awareness, alphabetic principles, letter-sound correspondence, and phonics and word recognition. Model literacy centers where students can be independent and creative while reinforcing literacy skill building and content-area study skills are examined. Participants identify and incorporate instructional strategies and assessments into their teaching that improves student reading abilities.

**THIS IS ACCEPTABLE TOWARD Teaching Literacy Skills Methods - 3 S.H.; AS WELL AS Literacy instruction and assessment - 6 S.H. It is also acceptable toward early childhood developmental level.**

### **ENY 802 – Enhancing Literacy for All Students**

Participants investigate research-based strategies, activities and assessments that are designed to improve students' literacy skills. Topics include development of decoding skills, building vocabulary, increasing reading comprehension, and types and purposes of writing. The course draws from the whole word or sight word approach as well as the phonetic approach. The role of literacy skills in all the New York State Learning Standards is also addressed.

**THIS IS ACCEPTABLE TOWARD Teaching Literacy Skills Methods - 3 S.H.; AS WELL AS Literacy instruction and assessment - 6 S.H.**

### **ENY 726 – Reading Comprehension – Grades 1-12**

This course focuses on the scientific research and exemplary practices that help children acquire strong reading comprehension skills. Participants examine, discuss, and evaluate a range of strategies from highly explicit to implicit teaching of comprehension skills. Practice with instructional strategies and analysis of student work are embedded in each unit. Strategies are presented for comprehension of both narrative and expository texts and development of a variety of techniques to aid students with decoding, spelling, vocabulary acquisition, sentence composition, and writing.

**THIS IS ACCEPTABLE TOWARD Teaching Literacy Skills Methods - 3 S.H.; AS WELL AS Literacy instruction and assessment - 6 S.H.**

### **ENY 728 – Writing as Learning**

This course assists teachers in implementing a systematic plan for teaching writing developmentally and consistently in every subject area. Participants examine twelve writing strategies that guide participants through the English Language Arts Standards and their application to every content area. Participants produce a wide range of written products as they practice and apply the writing strategies.

**This is acceptable toward Teaching Literacy Skills, but NOT as teaching literacy skills-methods.**

### **RDG 663 – Creating a Balanced Reading & Writing Program (Grades 1-12)**

This course provides specific strategies and guidance for teachers to incorporate whole-part-whole instruction, phonemic awareness, and language arts integrations in their classrooms. Participants practice addressing individual student needs through a balanced reading and writing program. Instructional methods for teaching with literature, guided reading strategies, primary reading strategies including phonemic awareness, and writing in response to literature are explored. Participants develop several segments of an integrated unit plan based upon their current teaching assignment.

**THIS IS ACCEPTABLE TOWARD Teaching Literacy Skills Methods - 3 S.H.; AS WELL AS Literacy instruction and assessment - 6 S.H.**

### **EDC 670 - Enhancing English Language Learning in Elementary Classrooms**

This course equips elementary teachers with strategies and skills to address the social and academic needs of limited English proficient students. Participants compare and contrast the similarities and differences of first and second language acquisition, research program models for second language students, and identify strategies to develop ELL students' reading and writing skills. Participants develop activities that promote language development and acquisition and also engage students socially and academically.

**Not acceptable toward any literacy requirement. Ok toward Pedagogical Core Childhood 1-6 developmental level only.**

### **ENY 805 - Reading Strategies for At-Risk Students Grades K-8**

Explore a wide variety of teaching methods, materials, and strategies that help students learn to read. Instruction includes diagnosis of reading difficulties and application of interventions and corrective measures as they relate to diverse needs of students. Included in the course are teaching techniques that will aid in the prevention of reading and literacy problems.

**THIS IS ACCEPTABLE TOWARD Teaching Literacy Skills Methods - 3 S.H.; AS WELL AS Literacy instruction and assessment - 6 S.H.**

### **ENY 820 - Multicultural Children's Literature**

This course begins by determining what factors are inherent in good books, and helps to empower teachers and students to select appropriate reading material in regards to student interest, level, and topic of study. Participants will develop a critical awareness and appreciation of multicultural children's literature and begin to classify various genres; such as picture books, folktales, fairy tales, fables, autobiographies, biographies, poetry, novels and other works of fiction and nonfiction. Examination of this literature will occur through genre focus, author study, and thematic units with an incorporation of best practice in teaching literacy. Notable authors and illustrators are highlighted, and award-winning literature is provided for consideration.

**THIS IS ACCEPTABLE TOWARD Childhood / Adolescent Literature**

### **ENY 801 - Reading & Writing Across the Content Areas**

This course focuses on the study of the relationship between oral and written language, critical thinking, and strategies for integrating the language arts across the curriculum. Participants explore innovations in teaching reading and writing and develop practical ways to integrate reading and writing throughout the content of the K-12 curriculum. Using technology to enhance the literacy skills of K-12 students is also examined.

**THIS IS ACCEPTABLE TOWARD Teaching Literacy Skills, but NOT as teaching literacy skills-methods. Also acceptable toward Literacy in the Content Area.**

---

## **NYSUT ELT COURSES FOR STUDENTS WITH DISABILITIES (SWD) CERTIFICATION**

### **SED 661 – Cooperative Learning for Students with Special Needs**

This course applies the basic elements of cooperative learning to the inclusive classroom environment. Participants develop a working knowledge of the classification system for exceptional students, discuss students' placements based upon this system, and plan and present lessons based upon cooperative learning principles that recognize the abilities of all students. Strategies that promote student self-discipline and acceptance of differences in students are incorporated throughout the course.

**OK for Curriculum, Instruction & Managing Environment for Students w Disabilities until 5/31/09. As of 6/1/09 OK for Curriculum Instruction. Applicable to 12 semester hours for SWD.**

### **SED 672 – Multiple Intelligences: Theory & Practice**

This course translates the research of Howard Gardner into practical, dynamic, and motivational teaching strategies. Participants learn how Gardner derived his theory, the definitions of the eight intelligences, and how these intelligences can be developed in students at all grade levels. Participants explore their own multiple intelligences and develop curriculum that integrates these intelligences into lesson and unit plans.

**OK as an elective credit (satisfies no specific competency) toward the 12 semester hours for SWD certification. Also OK toward Human Development and Learning. OK as elective credit toward the 12 semester hours for SWD certification.**

### **EDUC 503M - Methods & Materials for Students with Disabilities**

Study and analysis of effective teaching strategies for the education of students with disabilities. The students will identify strengths, and discuss methods of individualizing instruction and collaboration. They will examine learning processes, lesson and unit planning across the curriculum, motivation, communication and classroom management in order to stimulate and sustain student interest, cooperation, and achievement. Students will discuss effective ways of partnering with parents and other staff members.

**OK for Curriculum, Instruction and for Managing Environment**

### **EDUC 654M - Behavior Management for Children with Special Needs**

For learning to proceed optimally, the setting must be one where behaviors (social, emotional, and cognitive) are managed. This course will provide students with practical skills to plan, implement, and evaluate behavior management programs for both individuals and groups of children in a variety of learning environments. Considered will be techniques such as behavior modification, self-control, social skills training, assertiveness training, conflict resolution techniques, and effective education programs.

**OK for Managing Environment**

### **SED 660 – T.E.A.C.H. For Exceptional Students**

This course is designed for educators who want to learn an effective behavioral management approach with sound communication practices in order to create a more fluid and productive learning environment. Communication skills for effective teaching in a mainstreamed or special education setting are described, modeled and then practiced by course participants. The course taps the thinking of many leaders in the fields of counseling, special education, communications, interpersonal relationships, and problem solving.

**OK as elective credit toward the 12 semester hours for SWD certification.**

### **ENY 729 – Inclusion: Education for All, PreK-12**

Designed for both special education and general education teachers at all grade levels, this course introduces participants to the process of planning for an inclusive classroom. Participants learn: (1) the mandates of the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act, (2) the collaborative process for designing and implementing curriculum and instruction for all inclusive classrooms, (3) how to modify curriculum, instruction, and assessment across the content areas, and (4) how to develop the social skills of all students.

**OK as Foundations of Special Education. OK as elective credit toward the 12 semester hours for SWD certification.**

### **EDUC 502M – Foundations in Special Education for Students with Disabilities**

This course will assist teachers in their understanding of the nature of students within the full range of disabilities, special health-care needs, and the effect of those disabilities and needs on learning and behavior. Students will examine current trends, historical, legal, and social foundations of education for students with disabilities. In addition, they will explore life span issues, community agencies, career opportunities, and support services needed by students with disabilities and their parents.

**OK as Foundations of Special Education**

### **EDUC 516M – Curricular Assessment and Behavior Management**

This course is designed to develop the conceptual and technical skills required by teachers to help them implement meaningful instructional and behavioral strategies for effective learning by students with disabilities. Students develop the professional skills necessary for the observation and assessment of behavior. Emphasis on those instruments and assessment methods which

provide direction for instructional and behavior management, including, but not restricted to, traditional psychometric instruments, curriculum-based assessment, clinical observation, interviews, normal and criterion-referenced assessments, informal assessment measures and other alternate assessment techniques, with a consistent emphasis on the assessment of students with disabilities. In addition, students learn to plan, implement and evaluate behavior management programs for individual students in a variety of learning environments. Theoretical formulations and practical applications of behavioral techniques, especially as they apply to management and control of behavior in the schools are stressed. Ethical considerations regarding behavior change procedures are discussed. Course requires 10 hours of field work.

**OK as Assessment, Diagnosis, and Evaluation**

---

### **EARLY CHILDHOOD DEVELOPMENTAL LEVEL**

#### **ENY 717 – Beginning Reading, Grades PreK-3**

Participants learn a variety of decoding activities in phonemic awareness, alphabetic principles, letter-sound correspondence, and phonics and word recognition. Model literacy centers where students can be independent and creative while reinforcing literacy skill building and content-area study skills are examined. Participants identify and incorporate instructional strategies and assessments into their teaching that improves student reading abilities.

**THIS IS ALSO ACCEPTABLE TOWARD Teaching Literacy Skills Methods - 3 S.H.; AS WELL AS Literacy instruction and assessment - 6 S.H.**

#### **EDUC 513M - Introduction to Early Childhood Education: Foundations, Methods and Materials**

This course presents an historical overview of the foundations in early childhood education. Students study and review the process of social, emotional, cognitive, linguistic, physical and aesthetic growth and development in young children, birth through grade 2. The significance and effectiveness of past and present trends regarding the different types of early childhood programs is discussed. Attention also focuses on the importance of play in the life of the child; language literacy and communication; developmentally appropriate lessons and activities; creating learning environments conducive to learning; study of model programs, concept-building, curriculum design, assessment strategies, classroom management, and parent involvement.

---

### **5-6 AND 7-9 EXTENSIONS**

#### **EDC 679: Middle Level Education: Foundations for Middle Years**

Middle Level Education: Foundations for the Middle Years is an all encompassing course that addresses myriad concerns that emerge for early adolescents as they bridge the gap between elementary school and senior high school. Delineated in the course work are robust definitions

about middle level education as a particular and unique aspect of k12 schooling. In describing who that middle level student is, characteristics are described, critical transformations are explained and generalizations emerge for the middle level educator. In addition, attention is given to six critical attributes of the traditional middle school concept including: clustering students (houses or families), core teaching teams, blocks of time, advisor/advisee program, interdisciplinary curriculum, and a recent addition to the original elements, peer mediation. In closing, the course highlights the varied, yet critical roles of middle level advocates from teachers and parents to administrators and community leaders.

### **EDC 680: Middle Level Education: Curriculum, Instruction, and Assessment**

Based on a four-corner framework for quality teaching, this course examines how to set the climate, teach the content, facilitate the interactions and foster reflection in the middle school classroom. The course focuses on using brain-based instruction as the basis for powerful learning and processes for making data-driven instructional decisions and for designing curriculum to address the standards. In addition, emphasis is given to three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and higher order thinking. Woven throughout the course content is the concept of differentiating instruction and assessment of individual learners.

## **DEVELOPMENT LEVEL, ADOLESCENT**

### **EDUC 511M - Methods and Materials in Adolescence Education**

Examination and analysis of curriculum materials and instructional strategies for creative teaching and learning in grades 7-12. Includes content specific lesson planning that addresses the New York State Learning Standards, demonstrations, simulated activities and field observations in adolescent classrooms.

---

## **NYSUT COURSES FOR GUIDANCE CERTIFICATION**

### **EDU 664 - Cooperative Discipline**

This course is designed as an approach to managing and motivating student behavior in a manner consistent with optimum student growth – academic, social, and psychological. Building on the relationship between misbehavior and self-esteem, Cooperative Discipline offers corrective, supportive, and preventive strategies for achieving order and control in today's classrooms while creating a positive classroom climate for all students.

### **EDU 671 - Encouraging Student Responsibility and Discipline**

This course examines the classroom environment encountered by most teachers today. Participants explore classroom management techniques and instructional strategies that address students' social and academic needs. Specific behavioral theories are analyzed in terms of their application in the classroom and their effectiveness in developing positive interpersonal skills in students. Practical approaches to behavior issues, violence in schools, attention deficit disorder, and inclusive classrooms are addressed in all course activities.

### **EDU 691 - Successful Teaching for Acceptance of Responsibility**

This course assists educators in creating learning environments that model, invite, and teach responsible behavior. Participants practice strategies and techniques that foster self-awareness and responsibility and eliminate "learned helplessness" in students. Topics include: coping with irresponsible behaviors in respectful ways; preventing power struggles; avoiding "enabling behavior"; and encouraging students to assume responsibility for their school experience.

### **ENY 704 - Building Communication and Teamwork in Schools**

This course equips experienced and beginning educators with essential knowledge and skills necessary to foster an engaging environment where students are connected to school, learning, and one another.

Participants will learn and practice specific strategies designed to improve skills in the areas of teacher leadership, communication and listening, positive thinking, student support, and team building.

### **ENY 701 - Designing Motivation for All Learners**

Drawing from an eclectic array of writers on human motivation, *Keys to Motivation* provides educators a framework for creating an environment that allows for all students to achieve to their maximum potential. Participants explore: methods for overcoming roadblocks to student motivation in relation to attribution theory; reinforcement response strategies as described by Skinner; teacher leadership strategies that foster student decision-making; group learning strategies; and content mapping strategies to enhance expression of ideas.

### **ENY 702 - Teaching Skills of the 21st Century**

This course focuses on the issue of "what students need to know and be able to do" in the workplace and community of today and tomorrow. The content of the course draws from writers on the change process, most notably Michael Fullan, Joel Barker, and John Goodland. A variety of instruments and activities are modeled that contribute to a better understanding of which skills students require and what traits and beliefs participants have about themselves and their students' learning.

### **ENY 678 - Proactive Strategies for All Students**

This course examines fifty proven strategies for revitalizing at-risk and low-performing students. Proactive Strategies for All Students - These strategies include what teachers can do in the classroom, administrators can do in the school building, and community members can do to support school personnel. It also provides opportunity for participants to create lessons geared to state learning standards, action plans to engage the entire learning community, and opportunities to talk to other educators through guided discussions. In addition to fifty strategies, participants will also gain insight to the latest research aligned with NCLB and state learning standards.

### **SED 672 – Multiple Intelligences: Theory & Practice**

This course translates the research of Howard Gardner into practical, dynamic, and motivational teaching strategies. Participants learn how Gardner derived his theory, the definitions of the eight intelligences, and how these intelligences can be developed in students at all grade levels. Participants explore their own multiple intelligences and develop curriculum that integrates these intelligences into lesson and unit plans.

### **ENY 714 - Brain Compatible Learning**

Brain Compatible Learning - This course presents best teaching and learning practices based on current research on how the brain processes information and how individuals learn. Topics include the role of emotion in the learning process, the connection between memory and learning, and the role of experience in learning. Participants incorporate research findings in these areas into their lessons and assess their impact through analysis of student work.

### **ENY 729 - Inclusion: Education for All, PreK-12**

This course introduces both special education and general education teachers at all grade levels to the process of planning for an inclusive classroom. Participants learn: (1) the mandates of the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act, (2) the collaborative process for designing and implementing curriculum and instruction for all inclusive classrooms, (3) how to modify curriculum, instruction, and assessment across the content areas, and (4) how to develop the social skills of students.

### **SED 660 - TEACH For Exceptional Students**

This course is designed for educators who want to learn an effective behavioral management approach with sound communication practices in order to create a more fluid and productive learning environment. Communication skills for effective teaching in a mainstreamed or special education setting are described, modeled and then practiced by course participants. The course taps the thinking of many leaders in the fields of counseling, special education, communications, interpersonal relationships, and problem solving.

### **SED 661 - Cooperative Learning Students w/ Special Needs**

This course applies the basic elements of cooperative learning to the inclusive classroom environment. Participants develop a working knowledge of the classification system for exceptional students, discuss students' placements based upon this system, and plan and present lessons based upon cooperative learning principles that recognize the abilities of all students.

Strategies that promote student self-discipline and acceptance of differences in students are incorporated throughout the course.

### **ENY 705 – Brain Based Ways We Think and Learn**

This course provides experienced and beginner educators with a comprehensive understanding of the ways in which findings from current brain research can be applied to teaching and learning. Participants apply key cognitive processes to their lesson planning and instructional practice to increase student comprehension and achievement.

### **ENY 807 – Applied Behavior Analysis**

This course presents the seminal research on antisocial behavior and provides educators with effective strategies for managing antisocial behavior across a number of learning environments. The course takes the research to the next level for students who do not respond to basic prevention through effective classroom management. Applied Behavior Analysis will provide teachers and support staff with the information, tools, and skills they need to prevent a great deal of antisocial behavior and/or to manage much of this behavior when it arises

### **ENY 811 – Cultural Proficiency**

This course engages participants in conversations and activities concerning the impact and influence of race, culture, ethnicity, language, sexual orientation, socioeconomics, and class on educational practice. Educators' and students' cultural and/or racial identities are explored within the concept of culturally proficient instruction: using available tools and strategies to create learning environments that support diverse learners and improve teaching, coaching, and leading in and out of the classroom

### **ENY 812 – Autism Spectrum Disorder**

This course provides an overview of the needs and education of children diagnosed with Autism Spectrum Disorder (ASD). Among the areas explored in this course are: a review of the historical background; causes and diagnosis; signs, symptoms, and characteristics; strategies in education, social interactions, and language development; education-related laws and rights; impact on family dynamics and parent support. In addition the course will include current issues and trends pertaining to Autistic Spectrum Disorder.

### **ENY 809 – Cyber-Bullying**

Advances in technology have radically reshaped the social landscape in which students find themselves. While there are many positive aspects of living in an increasingly wired world, cyber-bullying has emerged as a growing concern for children, schools, families and society. Participants will understand what cyber-bullying is, its impact upon teaching and learning, and be able to apply strategies and solutions to cyber-bullying.

---

*Select NYSUT Education & Learning Trust (ELT) courses are approved by the New York State Education Department, Office of Teaching Initiatives, as fulfilling certification requirements for specific certification titles.*

*NYSUT Education & Learning Trust strongly recommends that individuals seeking to fulfill specific certification competency areas consult the State Education Department's Certification Office or the certification specialists at the regional BOCES when selecting courses to fulfill certification requirements.*

*All individuals pursuing their first teaching certificate should complete a registered program at an accredited university or college.*

*Doc# 1928  
9/16/2009*