



Course number and name	Brief course description
Summer 1	
EDUA 503 Introduction to Teaching & Core Practices (0 credit hours)	Core practices/experiences to support diversity, culturally responsive teaching, research-based practices. Instructional activities to support movement into the classroom experience. Develop practices for building strong classroom culture that facilitates learning for all students.
EDUA 578 Literacy in Secondary Content Areas (3 credit hours)	Participants focus on facilitating and improving reading, writing, vocabulary, and study skills in a variety of disciplines, genres, and purposes, aligned with Common Core Standards. Content from various disciplines will provide opportunities to read, think, and discuss from multiple perspectives, critique a variety of texts, and integrate literacy skills and strategies across the curriculum. Candidates examine and construct various types of formative and summative literacy assessments and learn to align them with content objectives and instructional standards. They also examine issues related to standardized testing and methods for reporting student achievement as these apply to assessment practices, instructional methods and materials, and media and technology in the content areas. They learn to assist learners with diverse abilities and backgrounds, and analyze content area texts for readability levels and social and cultural perspectives.
Fall 1 Block: Hitting the Ground Running	
EDUA 549 Teaching and Assessing in Secondary Biology Classrooms/Providing Diverse Learners Access to the General Education Curriculum (6 credit hours)	<p>Participants' experiences in this extended course will include:</p> <ul style="list-style-type: none"> Examine the physical, cognitive, social, emotional, and moral characteristics of secondary level students as a basis for understanding how individuals function in the classroom setting and how teachers can respond appropriately to their diverse needs. Establish expectations, routines, and organizational and behavioral practices/procedures that create an equitable, safe, positive, productive learning environment for all learners using evidence and research-based knowledge; Create and monitor interdependent, independent and inclusive opportunities for collaboration and decision-making responsibilities in learning activities; Use technology systems and models to support instruction and enhance adolescent student learning; Investigate scaffolding techniques for modifying instructional methods, curricular materials, the learning environments, and state and local assessments; Evaluate, select, develop, and implement appropriate discipline-specific science instructional resources, content materials, technology applications, and language to introduce subject matter concepts and principles through a differentiated learning process supportive of all learners (including ELLs, students with IEPs and 504 plans, and struggling and advanced readers); Provide and evaluate confidential formal and informal assessments of individual students and the whole class to determine the outcomes of curricular processes to better determine next steps in designing integrated unit curriculum maps and lesson plans to meet the diverse and developmental learning needs of each student;

	Cultivate effective collaboration, communication, and co-teaching practices with other teachers, students, parents or guardians, specialists, administrators, and community partners to promote and enhance students' learning, well-being, and positive ethical learning environments generative of equitable instruction for all secondary level students.
EDUA 594 Secondary Residency (1 credit hour)	Candidate full-time teaching w. weekly (avg.) observations by supervisor. Practice drawn from and brought back to block coursework (see above).
Spring 1 Block: Apprenticing in the Craft	
EDUA 550 Methods in Secondary Biology and Content Literacy Instruction (6 credit hours)	<p>Participants' experiences in this extended course will include:</p> <ul style="list-style-type: none"> Develop successful practice of teaching in the sciences; Create approaches to learning in the sciences that are multi-modal, interdisciplinary, and inquiry based. Represent concepts and content in diverse forms and from various viewpoints and engage in practices that address diverse learners in inquiry and engage them in constructing concepts; Develop proficiency in implementing instructional strategies and techniques for science instruction, including inquiry and hands-on investigation techniques, multicultural literacy materials, use of technology as a tool for learning, and extensive reading and writing for authentic purposes across subject areas; Evaluate and adapt assessment strategies, devices, and procedures that are technologically, culturally, linguistically, and developmentally appropriate for diverse readers and learners; Examine assessments of their students both in the context of educational decision-making and as a tool for enabling students to gain an understanding of the meaning of academic success; Analyze and use student information, assessment data, student work samples, and observations of student progress to plan, adapt, modify, implement, and evaluate effective secondary level science instruction according to the characteristics, development, and needs of each student. Continue to collaborate and communicate (using technology and digital media) with other stakeholders to support positive learning climates for students, including participating in the design and implementation of individualized instruction for adolescent students with special needs, ELL, and/or gifted students.
EDUA 594 Secondary Residency (1 credit hour)	Candidate full-time teaching w. weekly (avg.) observations by supervisor. Practice drawn from and brought back to block coursework (see above).
Summer 2	
EDUA 657 Foundations of Language Minority Education (3 credit hours)	Candidates explore theoretical frameworks for understanding how children acquire multiple languages, how languages are processed in the brain, the history of language education, the different types of language education programs, and the types of national and state policies that affect language education, as well as the legal aspects of how bilingual students should be served in local schools. The course grounds itself on the theoretical constructs of bilingual schooling from historical, political, philosophical, sociological and pedagogical perspectives.

SPEA 521: Exc. Children: Characteristics & Methods for Supporting Learning in General Education Classroom (3 credit hours)	Candidates study students with exceptionalities, with specific focus on students with disabilities identified in IDEA. Identification and characteristics of these disabilities as well as their impact on learning, behavior, and communication will be examined. Methods for providing access to the general education curriculum including evidence based practices for exceptional children, universal design for learning, and accommodations will also be studied.
Fall 2	
EDUA 651 Methods and Materials of ESL Education (3 credit hours)	Various approaches and methods for teaching English Language Learners. Candidates research and apply methods related specifically to English language acquisition. Methods related to the teaching of content area subject matter will also be applied. Candidates will learn to apply adaptations and modifications for the English Language Learner within the mainstream classroom setting.
EDUA 579 School and Society: Critical Issues in Education (3 credit hours)	Foundations: Historical, philosophical, and sociological concepts and contexts in education; analysis of the school in society; effects of social class, caste, role, status and peer group relationships in schooling.
EDUA 594 Secondary Residency (1 credit hour)	Candidate full-time teaching with weekly (avg.) observations by supervisor. Practice drawn from and brought back to block coursework (see above).
Spring 2	
EDUA 520 Educational Psychology (3 credit hours)	Concepts, principles, and theories of human development, learning, and motivation. Effective instructional strategies premised in psychology. Current research to support teaching. Application in classrooms to facilitate student success (academic, behavioral, interpersonal, & socio-emotional)
EDUA 594 Secondary Residency (1 credit hour)	Candidate full-time teaching with weekly (avg.) observations by supervisor. Practice drawn from and brought back to block coursework (see above).
Elective (Choose 1):	
EDUA 643 School Law (3 credit hours)	In-depth study of the legal foundations of schooling in the United States as well as an examination of current legal trends and issues impacting schools. Impact legal decisions have on management/operation of schools to promote efficient, effective, and safe environments. Moral & legal consequences of decision-making. Policies and laws impact on all children (socioeconomic background, ethnicity, gender, disability, or other individual characteristics), advocating for changes to policies/laws that may work against learning and success for all students. Legal issues related to special populations. Bullying prevention.
EDUA 606 Introduction to Research (3 credit hours)	Assist each candidate to become a reader of and critical thinker about quantitative, qualitative, and mixed methods to educational research and testing. Examine educational research studies, assess their importance and apply research to school situations. Conduct literature reviews; meta-analysis centered on classroom research questions; test analysis including testing mechanisms, types of questions being asked, social contexts in which tests are framed, and the response to interventions offered in educational research.
EDUA 654 Assessment of ESL Students (3 credit hours)	Issues in assessment of English Language Learners. Political context for assessment, including trends in statewide testing, recent changes in federal legislation, guidelines for appropriate assessment procedures.

	Portfolio composed of classroom-based assessments used in ESL/bilingual classrooms - how to link assessment data to instruction. Assessment of social-emotional standards as well as the assessment of creativity is addressed. Value-added, growth metric data, validity and reliability.
EDUA 583 Children and Young Adult Literature (3 credit hours)	Interpretation, evaluation, selection, & use of quality children' s and young adult literature to enhance and enrich understanding of the human condition, & provide multicultural insight into global cultures and traditions. Broader perspective of global literacy and intercultural understanding with the ability to recognize and deconstruct stereotypes. Ways that the children/young adult literary genre provides insight into global society, complexity of youth, identity, and American culture.

Note: sequence of courses may be subject to change