

ADOLESCENCE EDUCATION (ADED)

ADED-208 DESIGNING AND DELIVERING INSTRUCTION (3 Credits)

This course introduces students to the basic models, strategies, resources, and management tools used to implement instruction. Students will apply models of teaching, develop lessons and assessments, examine curriculum issues, utilize current research, and reflect on practices that are major strands in the course.

Corequisite(s): EDUC-220L ADED-208L or SPED-350L

ADED-208L INSTRUCTIONAL DESIGN FOR ALL LEARNERS (0 Credits)

This course introduces students to the essential components of professional use of technology in secondary schools. Assignments will enhance competence with the use of a variety of technology-based tools used by the teacher for instruction and other professional work. Students in this course will be required to log hours in a supervised technology lab to complete assignments and master necessary technology skills.

Prerequisite(s): TAKE ADED-208TAKE EDUC-101

ADED-250 ADOLESCENT DEVELOPMENT & LEARNING (3 Credits)

This course encompasses lifespan growth and development emphasizing late childhood, adolescent and young-adult issues. The study of development includes physical and biological systems, individual cognitive and affective processes, and socio-cultural models and influences. The course provides an orientation and background for sound educational practice.

ADED-306 MANAGING INSTRUCTION/BEHAVIOR IN SEC ED (3 Credits)

This course introduces students to the skills of managing the instructional process through identification of curriculum to be taught, standards integration, instructional delivery, assessment and re-teaching. Information is also provided on the various theories and models of classroom management and managing individual student behavior to improve learning and student success.

Prerequisite(s): TAKE EDUC-101, EDUC-250

ADED-330 METHODS, MODELS, MANAGEMENT OF INSTRUCTION (2 Credits)

This course addresses specific issues in secondary subjects. Students apply discipline-specific knowledge of basic instructional models, strategies, resources and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline-specific curriculum standards, current issues, and professional development.

Prerequisite(s): TAKE EDUC-101, EDUC-250

ADED-333 SECONDARY ENGLISH METHODS (1 Credit)

This course examines the methods, skills and best practices for English teachers. The recommended practices and activities from National Council of Teachers of English provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

Prerequisite(s): TAKE EDUC-101 EDUC-250 ADED-354

Corequisite(s): TAKE ADED-330

ADED-337 SECONDARY L.O.T.E. METHODS (1 Credit)

This course exams the methods, skills and best practices for Language Other Than English (LOTE) teachers. The recommended practices and activities from the National Council of Teachers of LOTE provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline specific standards, current issues, and professional development.

Prerequisite(s): TAKE EDUC-101, ADED-208, EDUC-250, SPED-440 AND ADED-354

Corequisite(s): Take ADED-330 ADED-306 ADED-360

ADED-338 SECONDARY SOCIAL STUDIES METHODS (1 Credit)

This course examines the methods, skills and best practices for Social Studies teachers. The recommended practices and activities from the National Council of Teachers of Social Studies provide the basis for this context specific knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

Prerequisite(s): Take EDUC-101 EDUC-250 ADED-208 ADED-354

Corequisite(s): TAKE ADED-330 AND SPED-440

ADED-340 SECONDARY MATH METHODS (1 Credit)

This course examines the methods, skills and best practices for Math teachers. The recommended practices and activities from the National Council of Teachers of Math provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

Prerequisite(s): TAKE EDUC-101, ADED-208, EDUC-250, SPED-440 AND ADED-354

Corequisite(s): TAKE ADED-330, ADED-306 AND ADED-360

ADED-341 SECONDARY SCIENCE METHODS (1 Credit)

This course examines the methods, skills and best practices for Science teachers. The recommended practices and activities from the National Science Teachers Association provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

Prerequisite(s): TAKE EDUC-101, ADED-208, EDUC-250, SPED-440 AND ADED-354

Corequisite(s): TAKE ADED-330, ADED-306 AND ADED-360

ADED-354 PROBLEMS OF LITERACY IN SEC SCHOOLS (3 Credits)

This course is designed to address the various difficulties teachers encounter when trying to teach reading to a diverse group of secondary learners. Special needs, English language learners, emotional, economic, social and cognitive problems will be explored. Students will learn strategies teachers can use to enhance literacy of secondary learners.

Prerequisite(s): TAKE EDUC-101 or EDUC-201

ADED-360 LITERACY IN THE CONTENT AREA (3 Credits)

This course is a survey of literacy methods and study skills, critical thinking techniques and information processing for literacy in grades 6-12. The course includes text analysis, the role of metacognition and prior knowledge in reading, the integration of the language arts with content subjects, and the use of technology. The role of content teachers in supporting literacy development and in integrating literacy across all subjects is stressed.

Prerequisite(s): TAKE EDUC-101, EDUC-250

ADED-406 EVALUATING LEARNERS & LEARNING (3 Credits)

Students investigate the uses and functions of traditional and alternative assessments in the context of 1) recognized measurement principles; 2) national, state and local standards, and benchmarks; and 3) sensitivity to learner differences and needs. Students will develop, administer and interpret results of a variety of classroom assessments and scoring instruments. Legal, ethical and political aspects of collecting and disseminating assessment results and grades will also be examined.

Prerequisite(s): TAKE EDUC-101, EDUC-250

ADED-495 SEC.STUD.TEACHING:GRADES 7-9 (5 Credits)

Student teaching is the culminating experience in the professional preparation of teachers. This secondary student teaching experience consists of approximately seven weeks student teaching in grades 7-9. Students are expected to: apply developmentally appropriate instruction to meet individual needs, develop both long and short term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator.

ADED-496 SEC.STUD.TEACHING:GRADES 10-12 (5 Credits)

Student teaching is the culminating experience in the professional preparation of teachers. This secondary student teaching experience consists of approximately seven weeks student teaching in grades 7-9. Students are expected to: apply developmentally appropriate instruction to meet individual needs, develop both long and short term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator.