



# DOMINICAN UNIVERSITY

## School of Education

### Master of Arts in Teaching – Secondary Endorsement Course Descriptions

#### **EDU 502 Introduction to Teaching (3)**

This course introduces candidates to the field of teaching through classroom and field experiences. Candidates receive an overview of topics designed to help them examine, test and clarify their commitment to pursuing teaching as a profession. The course includes the study of current trends and issues in American education, readiness for teaching in a diverse society, and the challenges of teaching students with different abilities and learning styles at the elementary, middle, and secondary levels. Candidates will gain a basic understanding of lesson planning and instructional strategies to help maximize student learning. Candidates are introduced to the Illinois Professional Teaching Standards and Common Core Standards.

*Note:* Candidates are required to earn 25 clock hours of field experience to complete this course. This course is a prerequisite for other program courses and must be completed no later than the third course in the program.

#### **EDU 520 Educational Psychology (K-12) (3)**

This course focuses on the concepts and principles of human development, motivation and learning theories (K-12). While the course is theoretical in nature, candidates explore the application of theory to classroom practice. A particular focus is placed on the developmental characteristics and the nature and needs of elementary, middle/early adolescent and secondary learners. Candidates develop an understanding of student development and learning within the context of their social, economic, cultural, linguistic and academic experiences. They develop an understanding of the impact of linguistic and cultural diversity on learning and communication. They learn to apply this foundational knowledge in instructional situations in elementary, middle and secondary school settings to meet individual student needs. Candidates examine current research and journal articles to develop an awareness of the resources available to support teaching.

*Note:* Candidates are required to earn 25 clock hours of field experience to complete this course. This course is a prerequisite for other program courses and must be completed no later than the third course in the program.

#### **SPED 522 Exceptional Children: Characteristics and the Special Education Process (3)**

In this course, candidates study the psychology and characteristics of exceptional students, grades preschool through high school, and access to services in variety of school settings. Consideration of the impact of disabilities on development, learning, and communication processes is also addressed. A major portion of this course focuses on the special education process including laws, rules, regulations and procedural safeguards as well as development of IEPs and Behavior Management

Plans. Candidates will become familiar with their role in working with exceptional students, their families and special education service providers.

### **EDU 523 Teaching in Diverse Classrooms (3)**

In this course, candidates examine the growing diversity within schools and classrooms. Candidates learn that culture, ethnicity, gender, socioeconomic status, language ability, and exceptionality are, in complex ways, potentially powerful variables in the learning processes of individual students. Candidates gain knowledge of how to differentiate curriculum and instruction to meet student needs by adapting and modifying what they teach and how they teach. Candidates become more culturally competent and skilled in communicating with and instructing students from different cultural norms. Candidates learn effective and wide-ranging strategies to maximize the learning experiences in diverse classrooms.

### **EDU 532 Tools and Techniques in Assessment (3)**

This course examines assessment 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. The topic is presented with a balanced perspective that emphasizes that no single assessment methodology is inherently more or less appropriate than another. Candidates examine various types of assessments and examine how they can be aligned with course objectives and instructional standards. They then construct assessments to demonstrate the knowledge they have gained. Candidates also examine issues related to standardized testing and methods for reporting student achievement.

### **EDU 535 Reading in the Content Areas for Middle Level and Secondary Teachers**

In this course, participants focus on how to facilitate and improve reading, writing, vocabulary, and study skills in the content areas. Candidates investigate research and classroom practice and their applicability to expository text. They examine 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. Candidates collaborate with a classroom teacher in the development of a content area unit and teach one of their lessons to the class.

*Note:* Candidates are required to earn 25 hours of field experience to complete this course.

### **EDU 560 Integrating Technology into the Curriculum (3)**

This course provides an overview of instructional technologies used in the teaching/learning process. Candidates explore various strategies for using technology to enhance instruction, to assess student learning, and to personalize learning for students in elementary, middle, and secondary schools. Emphasis is given to effective utilization of media (including interactive and multimedia technologies). Digital citizenship and inquiry-based learning are explored.

### **EDU 611 History and Philosophy of American Education (3)**

In this course, candidates study the historical and philosophical aspects of American education as a basis for understanding the contemporary importance of schools in the national and community life of a diverse society. Candidates examine education trends from a historical perspective and complete their initial professional philosophy statement.

*Note:* This course must be completed as one of the first three courses in the MAT program.

### **SPED 656 Collaboration/Adaptation in General Education Settings (2 credit hours)**

In this course, candidates will examine the importance and process of collaboration with family, classroom teachers, para-educators, paraprofessionals and other school and community personnel in integrating individuals with disabilities and special learning needs into various social and learning environments. Candidates will examine the Response to Intervention (RTI) model, teacher roles and responsibilities in the Response to Intervention process for both academics and behavior, evidence based practice for students with and without disabilities, including Positive Behavior Intervention Supports and other Tier I academic and behavior interventions as well as universal design for instruction. Additional elements of this course include coverage of instructional supports and interventions for ELL students and for students with disabilities within the general education setting. The process of examining the learning environment and classroom demands combined with the learning characteristics of the students for the purpose of selection of appropriate strategies and materials will be studied. Techniques for modifying instructional methods, curricular materials and the environment as well as modifications of state and local assessments will be investigated. Collaboration will be practiced and experienced through involvement in exercises and projects within this course.

### **EDU 688 Secondary Methods and Curriculum Planning (3)**

This course focuses on current issues related to secondary curriculum planning in relation to the Illinois Professional Teaching Standards, the Common Core State Standards and the Next Generation Science Standards. Candidates explore curriculum models and implementation cycles and how resources and community expectations impact them. They also account for globalization and technology. Candidates design curriculum units to meet diverse student needs.

### **EDU 701 Clinical Practice – Secondary (5)**

The capstone fieldwork experience is completed as the final phase for fulfilling requirements for a Professional Educator License with a Secondary Endorsement. Candidates must apply for and be accepted into this full semester of fieldwork. The School of Education makes all placements in approved schools. Clinical practice is completed under the cooperation and supervision of a mentor teacher and university field supervisor. Candidates demonstrate their knowledge and skills in the art and science of teaching through performance in a secondary level classroom. Classroom evaluation focuses on assuring that the candidate is his or her classroom meets the appropriate content area standards and the Illinois Professional Teaching Standards. Candidates implement a teacher work sample in this clinical site.

*Note:* EDU 703 Clinical Practice Seminar-Secondary is taken concurrently.

### **EDU 703 Clinical Practice Seminar – Secondary (1)**

This seminar is taken concurrently with EDU 701. It is designed to encourage candidates to discuss collegially the demands of clinical practice and teaching at the secondary level and to explore ways to meet individual student needs. Candidates complete and submit their edTPA, a performance-based state assessment during this semester. They also prepare a professional resume, professional philosophy statement, and a professional development plan.

*Completion of Methods courses depends on a candidate's endorsement concentration*

**EDU 698 Methods of Teaching English Language Arts-Middle and Secondary (3)**

This course focuses on middle and secondary level teaching methods reflected in the Illinois Professional Teaching Standards, the College and Career Reading Standards and the Common Core State Standards. Candidates prepare, examine, and evaluate curriculum, learning resources, instructional strategies, and assessment. Candidates analyze and use student information gleaned from case studies or actual experiences in the field to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. They demonstrate an understanding of the spectrum of student diversity and assets that each student brings to the learning environment. Methods for differentiating instruction to accommodate individual needs and strengths of students in language arts classes are explored. Candidates prepare lesson plans and design level-appropriate units for middle and secondary level language arts students that include strategies, learning resources, and assessments.

**EDU 685 Methods of Teaching Social Science-Middle and Secondary (3)**

This course focuses on middle and secondary level teaching methods reflected in the Illinois Professional Teaching Standards, the College and Career Readiness Standards, The Common Core State Standards and the C3 Standards. Candidates prepare, examine, and evaluate curriculum patterns, learning resources, instructional strategies, and assessments. Candidates analyze and use student information gleaned from case studies or actual experiences in the field to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. They demonstrate an understanding of the spectrum of student diversity and assets that each student brings to the learning environment. Methods for differentiating instruction to accommodate individual needs and strengths of students in social science classes are explored. Candidates prepare lesson plans and design level-appropriate units for Middle and secondary level social studies students that include choice of strategies, learning resources, and assessment tools.

**EDU 690 Methods in Teaching Science – Middle and Secondary (3)**

This course focuses on middle and secondary level teaching methods reflected in the Illinois Professional Teaching Standards, the College and Career Readiness Standards, the Common Core State Standards and the Next Generation Science Standards. Candidates prepare, examine, and evaluate curriculum, learning resources, instructional strategies, and assessment. Candidates analyze and use student information gleaned from case studies or actual experiences in the field to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. They demonstrate an understanding of the spectrum of student diversity and assets that each student brings to the learning environment. Methods for differentiating instruction to accommodate individual needs and strengths of students in science classes are explored. Candidates prepare lesson plans and design level-appropriate units for intermediate and secondary level science students that include strategies, learning resources, and assessments.

**EDU 693 Methods in Teaching Math – Middle and Secondary (3)**

This course focuses on middle and secondary level teaching methods reflected in the Illinois Professional Teaching Standards, the College and Career Readiness Standards and the Common Core State Standards. Candidates prepare, examine, and evaluate curriculum, learning resources,

instructional strategies, and assessment. Candidates analyze and use student information gleaned from case studies or actual experiences in the field to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. They demonstrate an understanding of the spectrum of student diversity and assets that each student brings to the learning environment. Methods for differentiating instruction to accommodate individual needs and strengths of students in math classes are explored. Candidates prepare lesson plans and design level-appropriate units for intermediate and secondary level mathematics students that include strategies, learning resources, and assessments.