

Program Frameworks

Alternative Teacher Certification Programs

Elementary (21 Credits)	Secondary (18 Credits)	Special Education (21 Credits)
1st 8 weeks		
Orientation to the Profession (2)	Orientation to the Profession (2)	Effective Teaching I (3)
Effective Teaching I (3)	Effective Teaching I (3)	Essential Processes (3)
Seminar/Internship (1)	Seminar/Internship (1)	
6 credits	6 credits	6 credits
2nd 8 weeks		
Curriculum, Planning, Assessment & Evaluation (3)	Curriculum, Planning, Assessment & Evaluation (3)	Universal Design for Learning (3)
Effective Teaching II (3)	Content Methods for Secondary (3)	Effective Teaching II (3)
Seminar/Internship (1)	Seminar/Internship (1)	Seminar/Internship (1)
7 credits	7 credits	7 credits
3rd 8 weeks		
RDED 511 Teaching & Diagnosis of Reading (3)	Reading in the Content Area (3)	RDED 511 Teaching & Diagnosis of Reading (3)
RDED 515 Emergent Literacy (3)	Seminar Internship (1)	RDED 515 Emergent Literacy (3)
Seminar Internship (1)		Seminar Internship (1)
7 credits	4 credits	7 credits
4th 8 weeks		
Seminar Internship (1)	Seminar Internship (1)	Seminar Internship (1)
1 credit	1 credit	1 credit

Course Descriptions

Orientation to the Teaching Profession (2 credits)

This course provides an overview of teaching as a profession. Students will explore the requirements and responsibilities of becoming a culturally responsive professional educator. In addition, students will develop an understanding of working with diverse student populations including English Language Learners and Exceptional Learners. A variety of perspectives on education including historical, philosophical, legal, and ethical issues in a diverse society are also examined.

***Required for Elementary and Secondary**

Essential Processes (3 credits)

This course provides an overview of teaching and learning methods for exceptional learners in inclusive settings. In this course students will explore special education law and its impact on educational practice. Students will discuss the characteristics and needs of exceptional learners. Students will also explore effective methods for planning and implementing standards-based instruction, engaging and assessing learners, and using effective classroom management techniques in inclusive settings. An emphasis is placed in identifying ways to modify assessments, curriculum, and instruction for learners with IEP's.

***Required for Special Education**

Effective Teaching I (3 credits)

This course provides an in-depth overview of current educational learning theories and evidence-based classroom practices. In this course, students will examine evidence-based practices that promote language development and foster student learning. Student will also explore planning basics, engagement and motivation strategies, basics of classroom management, and understanding learners, family & community contexts in a diverse society.

***Required for Elementary, Secondary, and Special Education**

Effective Teaching II (3 credits)

Effective Teaching II provides an overview of culturally responsive effective teaching and learning methods used to support learners in a diverse society. In this course students will develop a teaching framework—grounded in theory, sound instructional practices, action research, and philosophical perspectives. Students will apply culturally responsive instructional and differentiation strategies to support and address the needs of all learners including English Language Learners and exceptional learners. Students will explore the use of educational technologies to support teaching and learning in the classroom. Effective classroom management techniques that focus on and facilitate learning will also be explored.

***Required for Elementary and Special Education**

Content Methods for Secondary (3 credits)

Content Methods for Secondary provides an overview of effective teaching and learning methods used to support secondary learners in a diverse society. In this course, students will analyze the relationship between content knowledge and pedagogy. Students will also explore effective methods for planning and implementing standards-based instruction, engaging and assessing learners, and using effective classroom management techniques. Students will also develop interdisciplinary units for secondary learners. An emphasis is placed on implementing culturally responsive instruction to address the needs of diverse student populations including English Language Learners (ELL's) and exceptional learners.

***Required for Secondary**

Curriculum, Planning, Assessment & Evaluation (3 credits)

This course provides an overview of instructional planning and the methods used to assess and evaluate diverse learners. In this course students will examine the methods used for planning, designing, developing, implementing and evaluating standards-based instruction. Students will identify and analyze the various forms of assessment used in schools to evaluate learner achievement. Students will also explore the principles of classroom assessment, discuss achievement targets, and create assessment methods that are aligned with achievement targets. Effective methods for providing learner feedback are also discussed. An emphasis is placed on using culturally responsive, non-biased assessments to improve student outcomes.

***Required for Elementary and Secondary**

Universal Design for Learning (3 credits)

This course provides an overview of Universal Design for Learning. In this course students will apply the principles of UDL for teaching and learning special education settings, examine the four highly interrelated components of a UDL curriculum, and identify educational tools available to create accessible barrier-free learning environments.

***Required for Special Education**

RDED 511 Teaching and Diagnosis of Reading (3 credits)

An overview of teaching reading in the primary and intermediate grades and of diagnostic tools and corrective instructional techniques in the classroom. Emphasis is placed on developing competencies in the teaching of reading and in adopting reading instruction based on a knowledge of reading process, methods, and materials.

***Required for Elementary and Special Education**

RDED 515 Early Literacy (3 credits)

Early literacy instruction, including reading, writing, speaking, listening, viewing and visually representing, and other modalities of learning. Special emphasis will be placed on addressing current research regarding teaching early literacy, including phonics, phonemic awareness, fluency, comprehension, and vocabulary. Knowing and using children's books and authors to promote early literacy.

***Required for Elementary and Special Education**

RDED 527. Reading in the Content Area (3 credits)

Survey of techniques for the development of reading/study skills needed at the secondary level as students employ reading as a tool for learning.

***Required for Secondary**

Seminar/Internship (1 credit)

This internship seminar provides candidates with the opportunity for students to apply theory to practice. It is designed to prompt candidates to reflect on self, practice and what they have learned in the program. The internship seminar supports candidates in the development of their competency-based portfolios. Candidates are evaluated via dispositional assessment and formal classroom observation and are able to engage in self- and peer-evaluations. Candidates revisit their developing philosophy statements incorporating what they have learned from the course work and finalize their statements in the final seminar. Seminars discussions and activities integrate course content per 8-week session. Students will conduct classroom observations and meet with their mentor teacher to discuss and reflect on the students' teacher practice.

***Required for Elementary Secondary, and Special Education**