## Secondary Education Major (38 credits) 5-9/7-12 grade bands

The professional sequence for all secondary education majors is listed below and is separated by level. Level 1 courses are designed to introduce candidates to the field of education. Once completed, candidates must choose their primary grade band, either 5-9 or 7-12. The other grade band becomes their secondary grade band. Level 2 courses are designed to have candidates learn the art of teaching. During Level 2 coursework, candidates must have 50 hours of clinical experience in their secondary grade band. Level 3 courses are taken during the student teaching

| Course  | Course Title   | Credits |
|---------|--|---------|
| #       |  |         |
| Level 1 |  |         |
| EDUC    | Diversity Equity and Inclusion/Clinical Experience                 | 3+1     |
| 200/1   |  |         |
| EDUC    | The Exceptional Child and Adolescent/Clinical Experience           | 3+1     |
| 225/6   |  |         |
| EDUC    | Foundations of Education   | 3       |
| 270     |  |         |
| Level 2 | All candidates should apply for admission to the department during |         |
|         | the semester that all three level 1 courses have been satisfied.   |         |
| EDUC    | Intro to Secondary Education and Instructional Design              | 3       |
| 275     |  |         |
| EDUC    | Literacy in the Content Area/Clinical Experience                   | 3+1     |
| 285/6   |  |         |
| MATH    | Teaching Secondary School Math/Clinical Experience                 | 3+1     |
| 323/4   |  |         |

## **Special Education EI Minor (25 Credits)**

The Special Education endorsement major in Emotional Impairments for a Secondary teaching certificate consists of a minimum of 33 credits. Teacher candidates pursuing this major must also complete requirements for a minor in English or Mathematics.

| Course # | Course Title  | Credits | Semesters<br>Taught |  |  |
|----------|---|---------|---------------------|--|--|
| EDUC     | Introduction to Emotional Impairments/Clinical          | 4       | Fall                |  |  |
| 241/2    | Experience  |         |                     |  |  |
| EDUC     | Assessment, Data and IEP Processes in Special Education | 3       | Both                |  |  |
| 251      |   |         |                     |  |  |
| EDUC     | Advance Reading and Literacy Practices for the Special  | 3       | Both                |  |  |
| 252      | Education Student K-12                                  |         |                     |  |  |
| EDUC     | Classroom and Behavior Management and Applied           | 3       | Both                |  |  |
| 356      | Behavioral Analysis in Special Education                |         |                     |  |  |
| EDUC     | Clinical Experience for Emotionally Impaired            | 3       | Spring              |  |  |
| 358      |   |         |                     |  |  |
| EDUC     | Instructional Design for E.I. Elementary Focus          | 3       | Spring              |  |  |
| 363      |   |         |                     |  |  |
| EDUC     | Instructional Design for E.I. Secondary Focus           | 3       | Spring              |  |  |
| 436      |   |         |                     |  |  |

## Math Education Major (Additional 33 Credits)

| Course # | Course Title   | Credits |
|----------|--|---------|
| MATH 131 | Calculus I (MATH 125 and 126 may be substituted)             | 4       |
| MATH 132 | Calculus II  | 4       |
| MATH 219 | Accelerated Statistics (MATH 115 and 215 may be substituted) | 4       |
| MATH 160 | Discrete Math  | 3       |
| MATH 245 | Linear Algebra   | 3       |
| MATH 280 | Bridge to Higher Mathematics                                 | 3       |
| MATH 341 | Algebraic Structures   | 3       |
| MATH 351 | College Geometry   | 3       |
| MATH 241 | Teaching Algebra to Adolescents                              | 3       |
| MATH 251 | Teaching Geometry to Adolescents                             | 3       |

## 4-year plan EI (K-12), Secondary Math (5-9, 7-12)

This 4-year plan was intentionally constructed based on the sequential and scaffolded learning that will help candidates stay on track and be successful in the program. Any deviation to the education advisor.

|  | Fall | Year 1 | Spring | Year 1  | Summer | Year 1  |
|--|------|--------|--------|---------|--------|---------|
|  |      |        |        | CREDITS | COURSE | CREDITS |
|  |      |        |        |         |        |         |
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