

SECONDARY EDUCATION (ESE)

ESE 304 Curriculum Planning and Learning Styles (3)

Corequisite(s): ED 302.

Corequisite: ESE 306. Prerequisite or Provides an introduction to all aspects of appropriate curriculum planning for respective secondary education teaching fields, addresses differentiation of instruction needed for effective teaching in the diverse classroom, and explores learning differences that make varied instructional strategies necessary. Offered spring term only.

ESE 306 Integrated Instructional Design (3)

Corequisite(s): ED 302.

Corequisite: ESE 304. Prerequisite or This course provides an introduction to the integration of engaging instructional strategies, a variety of assessments, appropriate technologies, literacy strategies, and teaching field standards from multiple disciplines into an engaging and effective instructional design for any course he or she teaches. The course is a 70-hour practicum in a secondary school setting. Offered spring term only.

ESE 329 Adolescent Development and Behavior (3)

This course addresses the stages of physical, cognitive, and social-emotional development of adolescents at the middle and high school levels from a global and multicultural perspective as well as the range of behaviors exhibited by adolescents during the secondary school years in order to facilitate better decision-making by educators related to the appropriate developmental and behavioral expectations for students at the secondary level. This course does not require Teacher Education Program eligibility.

ESE 383 Content Literacy (3)

This course encompasses both theory and practice associated with general content literacy as well as the use of content-specific literacy strategies in the various Secondary Education teaching fields, which support student understanding. Based on sound educational theory, classroom practices are designed to enable learners to become better readers, writers, thinkers, collaborators, and communicators. This course does not require Teacher Education Program eligibility.

ESE 420 Teaching Mathematics (3)

Prerequisite(s): ESE 304 and requires Teacher Education Program eligibility.

Corequisite(s): The appropriate section of ESE 485.

Materials and methods of teaching mathematics at the secondary level.

ESE 421 Teaching Social Studies (3)

Prerequisite(s): ESE 304 and requires Teacher Education Program eligibility.

Corequisite(s): The appropriate section of ESE 485.

Materials and methods of teaching history and other social sciences at the secondary level. Offered fall term only.

ESE 422 Teaching English Language Arts (3)

Prerequisite(s): ESE 304 and requires Teacher Education Program eligibility.

Corequisite(s): The appropriate section of ESE 485.

Materials and methods of teaching English language arts at the secondary level. Offered fall term only.

ESE 423 Teaching General Science (3)

Prerequisite(s): ESE 304 and requires Teacher Education Program eligibility.

Corequisite(s): The appropriate section of ESE 485.

Materials and methods of teaching natural and physical sciences at the secondary level. Offered fall term only.

ESE 426 Teaching World History (3)

Prerequisite(s): HY 101 and HY 102 or HY 111 and HY 112, and HY 201 and HY 202.

Reviews the history of numerous regions around the world that are outside of the North American/European frame, considers the importance of these regions independently and collectively through historical and current lenses, reviews the middle and high school education standards related to the teaching of world regions and history. Considers research-based, best practices for teaching various world history content as well as incorporating these practices when teaching other history and/or social studies content that requires the inclusion of some world history. This course does not require Teacher Education Program eligibility.

ESE 427 Teaching Government, Economics, and Geography (3)

Prerequisite(s): HY 101 and HY 102 or HY 111 and HY 112, and HY 201 and HY 202.

This course reviews the history and structure of various government types through both historical and current lenses, considers the impact and influence of economics and geography on human history, reviews the middle and high school education standards related to the teaching of government, economics, and geography. Considers research-based, best practices for these subjects as well as incorporating these practices when teaching a variety of history and/or social studies courses that require the inclusion of government, economics, and geography. This course does not require Teacher Education Program eligibility.

ESE 428 Teaching American History (3)

Prerequisite(s): HY 101 and HY 102 or HY 111 and HY 112, and HY 201 and HY 202.

This course reviews the history of North America over the past 500 years, including the history of the United States of America, considers the importance of the region and the interconnectedness of the various regions and peoples of North America independently and collectively through historical and current lenses; reviews the secondary education standards related to the teaching of US and World History; understand the impact of prehistoric times, the Industrial Revolution, the Civil War, World War I, the Great Depression, World War II, the Cold War Era, and civil rights efforts on current events in Alabama and the world. This course considers research-based, best practices for teaching historical content as well as incorporating these practices in the teaching field of middle and high school history. This course does not require Teacher Education Program eligibility.

ESE 429 Teaching Ancient History (3)

Prerequisite(s): HY 101 and HY 102 or HY 111 and HY 112, and HY 201 and HY 202.

This course reviews the history of the major regions and time periods around the world during the time frame of earliest humans to 1450, considers the importance of various regions, civilizations, and events independently and collectively through historical and current lens, reviews the secondary education standards related to the teaching of world regions and history, and considers research-based, best practices for teaching various world history courses as well as incorporating these practices when teaching other history and/or social studies courses that require the inclusion of some world history. This course does not require Teacher Education Program eligibility.

ESE 431 Teaching Computer Science (3)

Prerequisite(s): ESE 304 and ESE 306.

Requires Teacher Education Program eligibility. Additionally, students are encouraged to complete 90% of all program courses prior to enrollment in this course. Materials and methods of teaching computer science at the secondary level.

ESE 433 Teaching Literature (3)

Prerequisite(s): EH 101, EH 102, and EH 141; EH 201 and EH 202 or EH 203 and EH 204 or EH 231 and EH 232.

This course is designed to expose pre-service English language arts teachers to critical theory, history, and standards, which are embedded in the multiple roles of teaching literature in middle and high schools. Opportunities for students to examine and evaluate current issues, research, as well as the integration of diverse instructional strategies in all program coursework will be explored. This course does not require Teacher Education Program eligibility.

ESE 434 Teaching Writing (3)

Prerequisite(s): EH 101, EH 102, and EH 141; EH 201 and EH 202 or EH 203 and EH 204 or EH 231 and EH 232.

This course is designed to expose English language arts students to critical theory, history, and standards, which are embedded in the multiple roles of teaching writing in middle and high schools. Practical instructional strategies in teaching writing through traditional and new literacies will be explored.

ESE 439 Classroom Management and Diversity in Middle Level Education (3)

Prerequisite(s): Requires Teacher Education Program eligibility.

This course provides an introduction to the major theories related to classroom management and diversity with appropriate application of these theories to a Middle Level learning environment. Incorporation of appropriate classroom management and student diversity considerations will be addressed to ensure students are able to design instruction and a classroom environment which reflect intentional responsiveness to young adolescents' histories, experiences, languages, and identities.

ESE 440 Diversity and Multicultural Education (3)

Develops a broad understanding of the student diversity in secondary schools in the United States. Various approaches to multicultural education will be employed to equip Teacher Candidates with teaching a diverse student population.

ESE 444 Assessment (3)

Prerequisite(s): Requires Teacher Education Program eligibility.

This course encompasses the development and use of appropriate formative and summative assessments of teaching/learning aligned with identified student learning targets in respective secondary education teaching fields. Assessments will be analyzed to improve student learning outcomes based on feedback provided on student work samples.

ESE 445 Quantitative Reasoning I (3)

Prerequisite(s): MS 126 and junior status.

The course aims to advance students' mathematical knowledge in Algebra and Functions in the context of quantitative reasoning. Moreover, this course will advance students' critical thinking and problem-solving by engaging them in the mathematical modeling process which encompasses the practices standards for teaching mathematics. The course addresses topics for middle school and high school such as systems of linear equations, quadratic, exponential, absolute value, linear piecewise functions, and sequences.

ESE 446 Quantitative Reasoning II (3)

Prerequisite(s): MS 126 and junior status.

This course aims to advance candidates' mathematical knowledge in Geometry in the context of quantitative reasoning. Moreover, this course will advance students' critical thinking and problem-solving skills by engaging them in the mathematical modeling process and modeling mathematics which encompasses the practices standards for teaching mathematics. The course addresses topics for middle schools and high school such as Euclidian and non-Euclidian geometry (e.g. Spherical and Taxi-Cab Geometries).

ESE 447 Inquiry, Innovation, and Technology in Science Teaching (3)

Prerequisite(s): BY 101, BY 102, BY 103, BY 104, CY 105, CY 107, CY 106, CY 108, and PHS 201.

This course examines inquiry-based and project-based learning strategies for teaching science through both theoretical and practical lenses. It explores the integration of hands-on and virtual labs, simulations, and augmented reality into the science curriculum, emphasizing safety, organization, and classroom management in lab settings. Reviews the middle and high school education standards for teaching science subjects and considers research-based, best practices for fostering resilience, a growth mindset, and equitable teaching strategies in diverse science classrooms. Equips pre-service teachers to mentor students in authentic research projects and effectively address the diverse needs of modern science learners. Offered spring term only.

ESE 450 Classroom Management and Diversity in Secondary Education (3)

Prerequisite(s): Requires Teacher Education Program eligibility.

This course provides an introduction to the major theories related to classroom management and diversity with appropriate application of these theories to a Secondary Education learning environment. Incorporation of appropriate classroom management and student diversity considerations will be addressed to ensure candidates are able to design instruction and a classroom environment which reflect intentional responsiveness to adolescents' histories, experiences, languages, and identities. This course will also equip candidates with various strategies to teach and manage diverse student populations in the Secondary Education classroom.

ESE 455 Classroom Management (3)

Provides an introduction to the major educational theories/theorists related to classroom management and appropriate practical application of these theories into diverse secondary school environments.

ESE 485 Senior Practicum (3)

Prerequisite(s): ESE 304 and requires Teacher Education Program eligibility.

Corequisite(s): The appropriate special methods course ESE 420-424. A 150 clock-hour, supervised Level III clinical experience in Grades 6-12. This practicum is intended to provide teacher candidates with the experiences that will help them be successful in internship and their early years of teaching. The experiences in this practicum include planning, teaching, participating in professional development, research into teaching effectiveness, presentation of research data and conclusions, managing a classroom, and reflection on teaching experiences.