

Mills at Northeastern, School of Education

SS COURSE DESCRIPTIONS

Course descriptions for all School of Education offerings can be found [here](#).

Required Courses for MA in Single Subjects Concentration

Course #	Course Title & Description (Bookmarked)	Credits	Syllabus
<i>Required courses for MA in Single Subjects Concentration (Credential Pathway)</i>			
EDUT 6100	Sociopolitical Foundations 1	2	Link
EDUT 6103	Human & Community Development	2	Link
EDUT 6109	Multiliteracies 1 – Singl Subj.	2	Link
EDUT 6112	English Language Development 1	2	Link
EDUT 6118	Curriculum & Instruction 1 – Singl. Subj. Humanities	2	Link
EDUT 6121	Curriculum & Instruction 1 – Singl. Subj. STEM	2	Link
EDUT 6127	Pedagogical Content Knowledge Lab 1 – Singl. Subj.	2	Link
EDUT 6101	Sociopolitical Foundations 2	1	Link
EDUT 6104	Human & Community Development 2	1	Link
EDUT 6110	Multiliteracies 2 – Singl. Subj.	1	Link
EDUT 6133	Survey of STEM Singl. Subj	1	Link
EDUT 6119	Curriculum & Instruction 2 – Singl. Subj. STEM	2	Link
EDUT 6122	Curriculum & Instruction 2 – Humanities	1	Link
EDUT 6128	Pedagogical Content Knowledge Lab 2 – Singl. Subj.	3	Link
EDUT 6130	Survey of Humanities Singl. Subj	1	Link
EDUT 6136	Perspectives in Disability, Inclusion, & Assessment	2	Link
EDUT 6113	English Language Development 2	1	Link
EDUT 6102	Sociopolitical Foundations 3	1	Link
EDUT 6123	Curriculum & Instruction 3 – Singl. Subj. STEM	2	Link
EDUT 6120	Curriculum & Instruction 3 – Singl. Subj. Humanities	2	Link
EDUT 6126	Pedagogical Content Knowledge Lab 3 – Singl. Subj.	3	Link
<i>Required Courses for MA in Single Subjects Education</i>			
EDUT 6210	Graduate Seminar: Research in Education I	3	Link
EDUT 6211	Graduate Seminar: Research in Education II	3	Link
Total Credit Requirements		37	

SS COURSE DESCRIPTIONS

EDUT 6100. Sociopolitical Foundations 1. (2 Hours)

Studies effective methods for cultivating a caring, supportive, nurturing, and rigorous classroom community. Discusses communities organizing for educational justice and how teachers are and can be involved in collective change. Engages in a sociohistorical and sociocultural analysis of inequity in U.S. schools and society. Uses critical reflection and reflexivity to discuss ideological development through schooling and socialization and to work to develop a foundation of socially just teaching and learning methods (curricular and pedagogical) that disrupt dominant ideologies and inequalities.

EDUT 6103. Human and Community Development 1. (2 Hours)

Examines sociocultural and developmental planning for children and adolescents and implications for teaching and learning based on physical, cognitive, affective, and social development. Studies theories in light of developmental, cultural, socioeconomic, and linguistic differences as well as health-related issues. Emphasizes documenting and interpreting behavior and collaborative problem solving, restorative and transformative justice, positive behavior interventions, and conflict resolution. Focuses on healing-centered classroom communities for socioemotional and interpersonal development. This is the first course in a two-course sequence.

EDUT 6106. Multiliteracies 1—Multidiscipline. (2 Hours)

Focuses on literacy teaching and learning in the elementary grades. Explores critical approaches to developing comprehension and composition of broadly defined texts. Practices varied methods of reading and writing instruction. Emphasizes instruction and assessment of listening and speaking skills, reading levels, phonemic awareness, word analysis, fluency, vocabulary, syntax, and academic language. Introduces management strategies such as grouping, scaffolds, interaction protocols, and engagement opportunities to provide grounding for the teaching and learning of literacy content. Stresses planning for cultural, linguistic, and ethnic diversity, as well as for children with disabilities. This is the first of a three-course sequence.

EDUT 6112. Methodologies of English-Language Development and Content Instruction 1. (2 Hours)

Offers students an opportunity to become aware of and clarify their beliefs about language and language development in general and in relation to teaching and learning in particular. Examines ideologies, beliefs, feelings, and dispositions about teaching, learning, and language to inform students' teaching. Uses personal experiences as a teacher and learner to shape their individual ideologies, beliefs, feelings, and dispositions. Analyzes how to teach in ways that enhance learner proficiency in using language for academic purposes, informed by students' knowledge as language learners and an understanding of the multilayered nature of language. This is the first of a two-course sequence.

EDUT 6115. Curriculum and Instruction 1—Multiple Subjects. (2 Hours)

Introduces the theoretical and practical investigations of transgressive and responsive approaches to curriculum, pedagogy, and assessment. Explores curricular theory, critical pedagogies in education, disability studies in education (centering disability and its intersections), curriculum design, planning, and assessment. Introduces backward design of a learning opportunity, as well as forms of responsive assessment that support student learning. Emphasizes continual growth and development in the teaching profession. The process of inquiry and reflexive practice in teaching and teacher education provides a central framework for both the class sessions and the assignments.

EDUT 6124. Pedagogical Content Knowledge Lab 1—Multiple Subjects. (2 Hours)

Designed to support preservice and intern teachers in field experiences. Offers a forum for exploring practical and theoretical teaching dilemmas and issues related to subject matter content knowledge, learners, their families, and a range of sociocultural factors. Explores barriers and possibilities for integrating and applying theories and approaches discussed across the program. Focuses on creating culturally sustaining, healing-centered classrooms, as well as documenting and interpreting the functions of behavior and how they are constructed.

EDUT 6101. Sociopolitical Foundations 2. (1 Hour)

Offers an overview of the structural and systemic issues and dilemmas facing educators and the profession of teaching. Seeks to assist students in making the transition from student to teacher by examining their positionality and ideological stance about teaching, learning, and schooling. Focuses considerable attention on the ideological, political, and ethical dimensions of the teacher's work and on the complexities of teaching in settings characterized by inequity. This is the second course in a three-course sequence.

Prerequisite(s): [EDUT 6100](#) with a minimum grade of C

EDUT 6104. Human and Community Development 2. (1 Hour)

Examines sociocultural and developmental planning for children and adolescents and implications for teaching and learning based on physical, cognitive, affective, and social development. Studies theories in light of developmental, cultural, socioeconomic, and linguistic differences as well as health-related issues. Emphasizes documenting and interpreting behavior and collaborative problem solving, restorative and transformative justice, positive behavior interventions, and conflict resolution. Focuses on healing-centered classroom communities for socioemotional and interpersonal development. This is the second course in a two-course sequence.

Prerequisite(s): [EDUT 6103](#) with a minimum grade of C

EDUT 6107. Multiliteracies 2—Multiple Subjects. (1 Hour)

Focuses on literacy teaching and learning in the elementary grades. Explores critical approaches to developing comprehension and composition of broadly defined texts. Practices varied methods of reading and writing instruction. Emphasizes instruction and assessment of listening and speaking skills, reading levels, phonemic awareness, word analysis, fluency, vocabulary, syntax, and academic language. Introduces management strategies such as grouping, scaffolds, interaction protocols, and engagement opportunities to provide grounding for the teaching and learning of literacy content. Stresses planning for cultural, linguistic, and ethnic diversity, as well as for children with disabilities. This is the second of a three-course sequence.

Prerequisite(s): [EDUT 6106](#) with a minimum grade of C

EDUT 6116. Curriculum and Instruction 2—Multiple Subjects. (2 Hours)

Familiarizes candidates with pedagogy and content knowledge required for teaching math and science in elementary schools with diverse learners. Engages candidates with relevant recent research, current standards, and California state frameworks to help them understand their role as math and science educators. Delves into math and science content, curricular planning, pedagogical methods and strategies, and assessment practices that support a range of learners. Emphasizes the belief that students can achieve in mathematics and science in a manner that cannot be predicted by economic status, geographical residence, linguistic proclivities, ethnicity, or other noncognitive demographic factors.

Prerequisite(s): [EDUT 6115](#) with a minimum grade of C

EDUT 6125. Pedagogical Content Knowledge Lab 2—Multiple Subjects. (2 Hours)

Designed to bridge teacher candidates' study of curriculum and instruction with their work in their field experiences. Examines via inquiry and reflexivity the complex reality of the daily work of teaching math and science in elementary schools and middle schools. Studies a diversity of perspectives to support candidates in the ongoing process of examining, developing, articulating and enacting an educational stance, with specific attention to issues of equity, inclusion, and identity. Seeks to build a sense of professional agency by taking purposeful action within the context of the student teaching placement, reflecting upon the outcomes and impact, and planning next steps.

Prerequisite(s): [EDUT 6124](#) with a minimum grade of C

EDUT 6136. Perspectives on Diversity, Equity, and Assessment. (2 Hours)

Uses a disability studies framework to explore the social, political, historical, cultural, and educational contexts of disability and special education both nationally and in California. Explores how disability is both constructed and reclaimed, as well as the material realities connected to disability. Asks educators to take a capacity-oriented approach to examine the history of special education, legislation, and litigation that have influenced the field, referral and assessment processes, various models of service delivery, and attitudes toward people with disabilities. Focuses on preparing general educators to work with students with disabilities. Studies the design and implementation of instruction that assures all children gain access to free and appropriate public education.

EDUT 6113. Methodologies of English-Language Development and Content Instruction 2. (1 Hour)

Offers students an opportunity to become aware of and clarify their beliefs about language and language development in general and in relation to teaching and learning in particular. Examines ideologies, beliefs, feelings, and dispositions about teaching, learning, and language to inform students' teaching. Uses personal experiences as a teacher and learner to shape their individual ideologies, beliefs, feelings, and dispositions. Analyzes how to teach in ways that enhance learner proficiency in using language for academic purposes, informed by students' knowledge as language learners and an understanding of the multilayered nature of language. This is the second of a two-course sequence.

Prerequisite(s): [EDUT 6112](#) with a minimum grade of C

EDUT 6102. Sociopolitical Foundations 3. (1 Hour)

Seeks to assist students in making the transition from student to teacher by examining their positionality and ideological stance about teaching, learning, and schooling. Focuses considerable attention on the ideological, political, and ethical dimensions of the teacher's work and on the complexities of teaching in settings characterized by inequity. This is the third course in a three-course sequence.

Prerequisite(s): [EDUT 6101](#) with a minimum grade of C

EDUT 6108. Multiliteracies 3—Multiple Subjects. (2 Hours)

Focuses on the teaching of writing, reading, language arts, and literature in the elementary grades. Offers students an opportunity to obtain a theoretical and practical framework for understanding, planning, and enacting balanced literacy instruction. This is the third of a three-course sequence.

Prerequisite(s): [EDUT 6107](#) with a minimum grade of C

EDUT 6117. Curriculum and Instruction 3—Multiple Subjects. (2 Hours)

Presents an overview of curriculum and instruction issues and concerns for elementary schoolteachers in “diverse” settings, with the aims of equity and social justice. Coordinates with the field experience to introduce the concepts and methodologies of curriculum and teaching in elementary schools. Emphasizes continual growth and development in the teaching profession. The process of inquiry and reflective practice in teaching and teacher education provides a central framework for both the class sessions and the assignments.

Prerequisite(s): [EDUT 6116](#) with a minimum grade of C

EDUT 6126. Pedagogical Content Knowledge Lab 3—Multiple Subjects. (1 Hour)

Accompanies the student teaching experience. Merges theory regarding professionalism, professional responsibilities, and professional identity with the student teaching experience(s.) Offers a forum for reflection with the teaching experience supervisor and with colleagues. Explores questions about student teaching, with an eye toward career development and the development of discrete skills.

Prerequisite(s): [EDUT 6125](#) with a minimum grade of C

EDUT 6210. Research in Education 1. (3 Hours)

This research seminar is the first of a two-course sequence. This first term is an introduction to the principles and practices of educational research pertaining to the students’ respective professional field (i.e., Early Childhood Special Education, preK-12 Teaching, Educational Leadership). Students will learn about different types of research designs and methodologies, as well as how to critically evaluate and interpret research findings. Students will also have opportunities to define, frame, and design a research proposal that is pertinent, relevant, and appropriate to their respective educational contexts.

EDUT 6211. Research in Education 2. (3 Hours)

Continues [EDUT 6210](#). This seminar is the second of a two-course sequence; EDUT 6210 is a prerequisite. It is designed to provide students the necessary knowledge, skills, and support necessary to carry out data analysis and complete the research project required for the students’ respective professional field (i.e., Early Childhood Special Education, preK-12 Teaching, Educational Leadership). The course will build upon content and work from EDUT 6210. Students will also learn how to evaluate the quality and validity of research, and how to communicate research findings to a variety of audiences.

Prerequisite(s): [EDUT 6210](#) with a minimum grade of C