

**EDU 110****Introduction to Educational Technology**

2 Credit Hours

For this course candidates will become familiar with various educational technologies and strategies for effectively integrating them into instructional delivery. This course will examine specific examples of how teachers can integrate a variety of technologies to enhance instruction and engage students more fully in learning activities. Educational technology will be addressed as a fundamental part of teaching and learning that offers students a variety of creative and inquiry-based learning experiences.

**EDUL 110****Introduction to Educational Technology Lab**

1 Credit Hour

*Pre/Corequisite:* C (RQ) EDU-110

In this one-credit lab course in educational technology, students design and develop a technology-related project aimed at enhancing learning experiences. Through hands-on experimentation and guided exploration, participants engage in iterative design processes to create innovative solutions for educational settings.

**EDU 200****Introduction to The Profession of Teaching**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-200

\*Level 1 Professional Education Course for Secondary Majors. \*Level 2 Professional Education Course for Elementary Education and Middle Level Majors. This course is an introduction to the professional, ethical, and moral responsibilities of teachers, and to the teacher education program at Saint Xavier University. Students will be introduced to a variety of professional standards and will focus their attention on the development of their own professional dispositions. Critical issues in education, such as diversity, curriculum development, state and federal mandates and legal issues will be addressed. Students will utilize technology to access course requirements (CANVAS).

**EDUL 200****Education Orientation**

0 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-200

Formerly titled "Orientation to the Education Department". This online course is designed to introduce teacher candidates to a number of important Education Program policies and procedures they will need to know and understand as they prepare to become a professional educator. Each module in this online course will introduce teacher candidates to an important policy/procedure and the related tasks they will need to complete to move forward in education programs leading to Illinois licensure.

**EDU 202****Educational Psychology**

3 Credit Hours

\*Level 1 Professional Education Course. This course consists of both classroom and field experiences. The course examines the nature of human knowledge, psychological

theories of learning and factors influencing it, stages of human development and the growth of the mind, and the use of psychology in the classroom. Methods of research in educational psychology are also introduced in this course. 5 field hours are required.

**EDU 205****Child Growth and Development**

3 Credit Hours

\*Level 1 Professional Education Course. This course focuses on the study of theories of development that include the physical, psychosocial, cognitive and moral development of the individual from infancy through adolescence. Application of these theories as they relate to the child's formal and informal school experiences is examined. 5 field hours are required.

**EDU 209****Literature for Children and Adolescents**

3 Credit Hours

\*Level 1 Professional Education Course. This survey course is focused on literature appropriate to students across all grade ranges; a variety of genres and formats are explored. The emphasis is on literature that reflects the culture and heritage of America's multicultural and diverse population. The course includes the evaluation and selection of developmentally appropriate literature, critical analysis, methods of presenting literature, and uses of literature throughout the curriculum.

**EDU 211****Infants and Toddlers: Environments, Programs and Activities**

2 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-212

This course focuses on creating responsive environments that support the social, emotional, physical, and cognitive development of children aged birth to three. Environmental designs and the adult's role in facilitating play that fosters the development of language and literacy, creative expression, and mathematical and scientific thinking. Family-school partnerships, attachment theory, health, and safety are discussed as vital to early care and education.

**EDUL 211****Sophomore II FE Block**

1 Credit Hour

\*Level 1 Professional Education Course. The Sophomore II field experience block is designed to provide opportunities for candidates to apply course concepts in real environments. The Sophomore II field experiences relate to current professional education coursework, social-emotional learning standards as well as national, state, and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. Offered spring. 45 field experience hours are required for successful completion of the course.

**EDU 212****Foundations of Early Childhood**

2 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-212

This course focuses on the historical, philosophical, and social foundations of early childhood education. Theories of child development and learning are discussed. Candidates study various models and explore research-based practices for designing, organizing, and implementing developmentally appropriate and culturally sensitive experiences for children age birth - Grade 2 in inclusive settings.

**EDUL 212****Infant/Toddler Field Experience**

1 Credit Hour

*Pre/Corequisite:* C (RQ) EDU-211 EDU-212

Formerly Sophomore II FE Block. The infant/toddler field experience block is designed to provide opportunities for candidates to apply course concepts in real infant/toddler environments. The field experiences relate to current professional education coursework, as well as national, state, and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. 20 field experience hours are required for successful completion of the course.

**EDU 213****Introduction to Early Childhood edTPA**

1 Credit Hour

Candidates will complete practice exercises for Task 1, Planning Instruction and Assessment; Task 2, Instructing and Engaging children in Learning; and Task 3, Assessing Children's Learning. Practice activities will include responding to prompts that use key edTPA vocabulary and reflecting on edTPA requirements and rubrics.

**EDUL 221****Junior I FE Block**

1 Credit Hour

\*Level 2 Professional Education Course. Supervised field experiences are an integral part of the Elementary Education candidate's apprenticeship experience. The Junior I field experience block is designed to provide opportunities for candidates to apply course concepts in real environments. The Junior I field experiences relate to current professional education coursework, as well as national, state and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. Offered fall. 45 field experience hours are required for successful completion of the course.

**EDUL 222****PreK Field Experience**

1 Credit Hour

*Pre/Corequisite:* C (RQ) EDU-252 EDU-253 EDU-254

Formerly Junior I Field Experience Block 1. The PreK field experience block is designed to provide opportunities for candidates to apply course concepts in real PreK environments. The field experiences relate to current

professional education coursework, as well as national, state, and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. 45 field experience hours are required for successful completion of the course.

**EDUL 231****Junior II FE Block**

1 Credit Hour

\*Level 2 Professional Education Course. Supervised field experiences are an integral part of the Elementary Education candidate's apprentice experience. The Junior II field experience block is designed to provide opportunities for candidates to apply course concepts in real environments. The Junior II field experiences relate to current professional education coursework, as well as national, state and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. Offered spring. 45 field experience hours are required for successful completion of the course.

**EDUL 232****Primary Field Experience**

1 Credit Hour

*Pre/Corequisite:* C (RQ) EDU-303 EDU-304 EDU-305 EDU-306

Formerly Junior II Field Experience Block I. The primary field experience block is designed to provide opportunities for candidates to apply course concepts in real kindergarten to grade 2 environments. The field experiences relate to current professional education coursework, as well as national, state, and institutional standards. Required activities and assignments provide candidates with the opportunity to connect theory and practice and prepare candidates for daily classroom responsibilities. 45 field experience hours are required for successful completion of the course.

**EDU 242****Using Student Achievement Data to Support Instructional Decision Making**

3 Credit Hours

This course will provide teacher candidates with an understanding of how to use data to inform instruction and enhance learning for diverse student populations. Teacher candidates will participate in activities that will enhance knowledge of assessment task development, analysis and interpretation of results. Documenting student performance and progress both for instructional and accountability purposes will be emphasized. Candidates will become familiar with quantitative and qualitative concepts and practices used to evaluate student learning in the classroom. They will learn how to communicate assessment results to their learners.

**EDU 243****Principles and Methods of Teaching Science, Health and PE in the Elementary School**

2 Credit Hours

This course focuses on developing instructional strategies and assessments for teaching science content, modeling science

literacy, and employing inquiry-based, interactive learning in a technology-rich environment. A broad range of science, health and physical education content will be explored based on the Illinois Content Area Standards.

#### EDU 244

##### **Principles and Methods of Teaching Social Science and the Arts in the Elementary School**

2 Credit Hours

This course is designed to introduce content and methods for teaching Social Studies and incorporating the Arts in the elementary classroom. Topics include social science/performing/visual arts theory, lesson planning, interdisciplinary instruction, assessment and a broad overview of content and standards included in the elementary social studies/arts curriculum. The primary focus is the development of a personal philosophy of teaching elementary social studies, along with the integration of the arts in the classroom. Offered spring.

#### EDU 252

##### **Inquiry and Play in Early Childhood Education**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-222

This course focuses on the centrality of inquiry and play in children's learning. Integrated and developmentally appropriate experiences that support children's construction of knowledge and interpersonal relationships are stressed. Candidates explore multiple ways to observe and document learning experiences to support reflective teaching and the development of children's critical thinking skills.

#### EDU 253

##### **Integrated Curriculum and Methods in Early Childhood**

4 Credit Hours

*Pre/Corequisite:* C (RQ) EDUL-222

This course is focused on the curriculum, methods, materials, and technological resources for the integrated teaching of mathematics, science, social studies, literacy, and fine arts to young children in diverse and inclusive settings. Candidates explore an integrated approach to multimodal, active learning and design learning experiences that develop children's inquiry, symbolic representation, and problem-solving skills. Play, creativity, integration of technology, and physical and interpersonal environment are discussed. Candidates plan, assess, adapt, and reflect on learning experiences.

#### EDU 254

##### **Emergent Literacy and Language Development**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-222

This course discusses language and literacy development in young children. Verbal and non-verbal language acquisition in children are examined. Emphasis is on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies, technology use, and varied learning materials to promote language and literacy development in inter-disciplinary contexts, with attention to the interrelated processes of listening, speaking, reading, and writing are emphasized.

#### EDU 282

##### **Reading Informational Text in the Content Areas**

3 Credit Hours

\*Level 1 Professional Education Course. This course will explore research-based strategies to support K-8 students as they engage with informational text. Topics will include, but are not limited to, research-based strategies for reading expository texts, developing oral communication skills, and building academic vocabulary. Offered spring.

#### EDU 303

##### **Foundations and Methods of Teaching Literacy K-2**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-232

This course focuses on literacy methods and applications in K-2 classrooms. Candidates use research-based literacy strategies for teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates use a variety of texts that support students' reading, writing, speaking, and listening. The Common Core Standards for English Language Arts are explored. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, educational technologies, and the developmental appropriateness of integrating teaching and learning in grades kindergarten through second.

#### EDU 304

##### **Foundations, Curriculum and Methods of Teaching Math K-2**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-232

This course examines the content and methods of teaching mathematics in diverse and inclusive settings, preparing teacher candidates to develop children's ability to approach and solve problems in number concepts, geometry, probability and measurement. State standards for K-2 math will be explored. An emphasis will be placed on the interrelatedness of curricular areas and the use of multimodal strategies and educational technologies that support engaged learning activities in mathematics.

#### EDU 305

##### **Foundations and Methods of Teaching Science K-2**

2 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-232

This course prepares teacher candidates to teach science in diverse and inclusive settings and explores the dimensions in the Next Generation Science Standards (NGSS). Candidates plan learning activities where children learn to think, discuss, and inquire about topics in the discipline. An emphasis will be placed on active and multimodal learning, the inter-relatedness of curricular areas, educational technologies, and assessment using developmentally appropriate strategies.

#### EDU 306

##### **Foundations and Methods of Teaching Social Science K-2**

2 Credit Hours

*Pre/Corequisite:* E (RQ) EDUL-232

This course prepares teacher candidates to teach social science in diverse and inclusive settings guided by the state social science standards. Candidates design learning activities

where children learn to think, discuss, and inquire about topics in the discipline. An emphasis will be placed on multisensory experiences, nonfiction literacy, educational technologies, and assessment using developmentally appropriate strategies.

EDU 307

**Methods of Teaching Young Children with Disabilities**

2 Credit Hours

This course provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, materials selection, assistive technology use, adapted assessment, and intervention planning in the context of collaborative services to young children with disabilities.

EDU 309

**Child, Family and Multicultural Community**

2 Credit Hours

Family and community contexts surrounding young children, as well as legal, religious, and political institutions that affect families and children are explored. Supportive relationships with families of young children with and without special needs, are emphasized. Family-centered services for diverse families are explored. Ethics in early childhood education, health and safety, and mandated reporting are discussed. Students engage in service-learning.

EDU 311

**Assessment of Typically and Atypically Developing Young Children**

2 Credit Hours

This course introduces students to developmental assessment of typically and atypically developing children aged birth to 8, in the context of developmentally appropriate practice. The ethical use of assessment data to plan instruction, monitor children's progress on developmental and curricular goals, measure achievement, and gauge children's engagement in learning are stressed. Candidates practice administering various early childhood assessments and reporting results.

EDU 318

**Foundations and Methods of Literacy and Language Arts**

3 Credit Hours

Investigation of theory, research and practice related to the teaching and learning of reading and the language arts. Incorporates the study of language and literacy development; reading and writing processes; principles, methods and materials of literacy instruction including phonemic awareness, phonics, vocabulary, fluency, and comprehension. This course also explores proficient reader research, research-based resources, and classroom management systems to support differentiated literacy instruction in grades K-8.

EDU 323

**Survey of Students with Exceptionalities**

3 Credit Hours

\*Level 1 Professional Education Course. This course explores the characteristics and learning needs as well as effective methods for teaching, assessing, and accommodating students with disabilities and other learning differences. The responsibilities of teachers and related service providers

under federal legislation are emphasized. Learners with disabilities include learners with intellectual, sensory, health, and physical disabilities; learning and emotional disabilities; and communication and behavioral disabilities. Learners with learning differences include those who are English Language Learners or dialectical English speakers, those who are gifted, and those with specific risk factors. This course meets the requirement for Illinois House Bill 150. 5 clinical hours. 5 field experience hours are required for successful completion of this course.

EDU 336

**Methods of Teaching Mathematics in the Elementary School**

3 Credit Hours

Former name of EDU 336: Methods of Teaching Mathematics in the Elementary School \*Level 2 Professional Education Course. This lab course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals and percent is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics for grades K-8 will be undertaken. Clinical component: Each candidate attends one full school day at a community-based school site for 15 weeks. Offered fall.

EDU 339

**Managing the Elementary Classroom: Behavior Management and Instructional Planning**

3 Credit Hours

\*Level 2 Professional Education Course. This course presents best practices in classroom and behavior management -- from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, and other arrangements for general education classrooms. In addition, teacher candidates will be introduced to effective development and design of instructional plans and units. Topics will include, but are not limited to: Classroom Management, Classroom Organization, Behavior Management, Response to Intervention, Problem Based Interventions & Supports (PBIS), Common Core State Standards, Understanding by Design (UbD) and research-based instructional strategies. Offered fall.

EDU 343

**Assessment and Diagnosis of Reading Problems**

3 Credit Hours

This course will focus on the study of the combined procedures of assessment, evaluation, and instruction. Topics will target the development and implementation of methods materials, and assessments to enable the classroom teacher to adapt instruction to the needs of small groups and individual students. This course is designed to enable teacher candidates to use sound theoretical, philosophical, and knowledge-based approaches to the diagnosis and instruction for struggling readers, employing the guidelines and standards of the International Literacy Association.

**EDU 345****Seminar in Teaching and Learning**

3 Credit Hours

\*Level 3 Professional Education Course. This course is designed for education student teachers and includes a structured teaching performance assessment (edTPA) in the directed teaching site. The course supports teacher candidates in the design and implementation of the 3 edTPA tasks: Planning for Instruction, Instructing and Engaging Students in Learning, and Assessing Student Learning. \* [edTPA has been waived by ISBE until Spring 2024] Additional topics may include, but are not limited to the Co-Teaching model, resume writing, refining the professional portfolio, licensure, and teacher evaluation models. Prerequisite: Successful completion of required sequence of education courses and related supervised field experiences. Corequisite: Enrollment in Student Teaching.

**EDU 346****ESL Bilingual Education Observation Hours**

1 Credit Hour

*Pre/Corequisite:* C (RQ) EDU-345

This course is the field experience component of the ESL or Bilingual Education endorsement. Topics include observation, analysis of interactions and instruction of students in ESL and Bilingual Education classroom settings to support theory presented in university classroom component. 100 hours.

**EDU 348****Student Teaching-Early Childhood Education**

9 Credit Hours

*Pre/Corequisite:* C (RQ) EDU-345

\*Level 3 Professional Education Course. This course is a program of guided observation, participation and teaching in a classroom setting, jointly supervised by a teacher from the University and a mentor teacher from the host school site. The student teacher spends the whole school day in the field for 16 weeks. Prerequisite: Successful completion of required sequence of education courses and related field experiences.

**EDU 349****Student Teaching Middle and Secondary**

9 Credit Hours

*Pre/Corequisite:* C (RQ) EDU-345

\*Level 3 Professional Education Course. This course is a program of guided observation, participation and teaching in a classroom setting, jointly supervised by a teacher from the University and a mentor teacher from the host school site in the 6-8 or 9-12 classrooms. The student teacher spends the whole school day in the assigned 6-8 or 9-12 school setting for 16 weeks. Prerequisite: Successful completion of required sequence of education courses and related supervised field experiences.

**EDU 350****Student Teaching Elementary**

9 Credit Hours

*Pre/Corequisite:* C (RQ) EDU-394

\*Level 3 Professional Education Course. This course is a program of guided observation, participation, and teaching in a classroom setting, jointly supervised by a teacher from the

University and a mentor teacher from the host school site in the grade 1-6 classrooms. The student teacher spends the whole day in the assigned 1-6 school setting for 16 weeks, either co-teaching or taking on full teaching responsibility. Prerequisite: Successful completion of required sequence of education courses and related field experiences. Offered spring.

**EDU 352****Student Teaching (K-12) Education**

9 Credit Hours

\*Level 3 Professional Education Course. This course is a program of guided observation, participation and teaching in a classroom setting, jointly supervised by a University Supervisor and a mentor teacher from the host school site. The student teacher spends the whole school day in the assigned school setting for 16 weeks. Prerequisite: Successful completion of required sequence of education courses and related field experiences.

**EDU 361****Methods of Teaching Young Children with Disabilities**

3 Credit Hours

\*Level 2 Professional Education Course. This course provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, materials selection, assistive technology use, adapted assessment, intervention planning and lesson planning in the context of collaborative services to young children with disabilities. 10 field experience hours are required for successful completion of this course.

**EDU 363****Theoretical Foundations of Teaching ESL and Bilingual Education**

3 Credit Hours

This course is designed to introduce students to an understanding of the historical, philosophical, socioeconomic and educational issues that have led to the formation of ESL and bilingual education policies, programs and services for culturally diverse populations. Theories of language learning and acquisition as they pertain to ESL and bilingual education are included. This course fulfills a requirement in the Latino/Latin Studies Program. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

**EDU 364****Methods and Materials Teaching ESL**

3 Credit Hours

In this course students learn and practice a variety of methods of teaching English as a Second Language, as well as the nature of second language acquisition. Methods of teaching, listening, speaking, reading and writing are presented, with a focus on creating comprehensible input. Students will become familiar with methods of sheltered instruction, including SIOP, CALLA and TRP. Students select and critically analyze culturally and linguistically appropriate materials for ESL and are placed in supervised ESL classrooms for clinical experience. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDU 365

**Cross Cultural Studies in a Bilingual Program**

3 Credit Hours

This course focuses on teaching children from multilingual, multicultural backgrounds within the context of societal issues related to poverty, discrimination, racism and sexism. Learning and communication styles and the impact of teacher expectations on student achievement are examined. Effective utilization of home and community resources are explored. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

EDU 366

**Methods and Materials of Teaching English in a Bilingual Program**

3 Credit Hours

This course includes analysis and evaluation of a variety of program models and methodologies for teaching bilingual students, including dual language, integrative and transitional programs. Methods and materials for integrating the English language arts into the teaching of content areas are reviewed and employed. The course introduces techniques for managing a multi-level class and presents curricular development techniques for programs that assist students who are learning English in a bilingual educational setting. The course includes a focus on integrating the fine arts in the bilingual classroom as well as engaging multilingual/multicultural families and communities with schools. A supervised clinical experience in a bilingual classroom is provided. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDU 367

**Linguistics for Educators**

3 Credit Hours

This course is an introduction to contemporary theories of language structure, phonology, morphology, syntax and semantics. It also concentrates on applied linguistics relevant to the Pre-K-12 classroom. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDU 368

**Assessment of Bilingual Students**

3 Credit Hours

This course examines the theoretical and practical study of instruments and procedures for testing bilingual students. Formal and informal methods used to evaluate and assess language skills and academic proficiency are examined. Issues of non-discriminatory testing are addressed. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDU 369

**Teaching English as a Second/Foreign Language to Adults and Children**

3 Credit Hours

This course focuses on teaching English to adults and children in foreign and/or informal school settings. This course will develop candidates' understandings of and skills in the

methods and materials of Teaching English to Speakers of Other Languages, intercultural competencies, language structure and teaching practice in supervised settings. 40 field experience hours are required for successful completion of this course. Offered fall.

EDU 370

**Principles and Practices of the Middle and Secondary Schools**

3 Credit Hours

*Pre/Corequisite:* P (RQ) EDU-202 or consent of the instructor  
\*Level 2 Professional Education Course. This course focuses on establishing a learning environment in the classroom. It examines methods of establishing objectives and developing learning experiences, the setting of limits on behavior, group dynamics, research-based instructional methods and the use of community resources. 30 field experience hours are required for successful completion of this course.

EDU 371

**Methods of Teaching Art in the K-12 Schools**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370  
Level 2 Professional Education Course. Formerly Methods of Teaching Art in the Middle and Secondary School. This course focuses on theoretical and applied investigation of practical and creative aspects of teaching art. Through classroom and field experiences, students will explore and discuss major visual art educational concepts and techniques including curriculum development and presentation of visual art lessons. Course also includes field trips to a variety of schools where different teaching modes can be examined. 30 field experience hours are required for successful completion of this course. Offered fall.

EDU 372

**Methods of Teaching Biology and Science in the Middle and Secondary School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370  
\*Level 2 Professional Education Course. Formerly Methods of Teaching Biology in the Middle and Secondary School. This course covers the principles, methods and materials of teaching biology at the middle school and secondary level. Additionally, this course covers general science methods for middle level teaching. 30 field experience hours are required for successful completion of this course. Offered fall.

EDU 373

**Methods of Teaching English in the Middle and Secondary School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370  
\*Level 2 Professional Education Course. This course builds on and expands the material covered in ENGL 356 and ENGL 371. This course covers the theories and practices of teaching English in middle schools and secondary school English language arts classrooms, in addition to an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units. 30 field experience hours

are required for successful completion of this course. Offered fall.

#### EDU 374

##### **Methods of Teaching Foreign Language K-12**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370

\*Level 2 Professional Education Course. This course examines the trends in methodology of foreign language teaching in the United States. The course includes the development of ability in determining, stating and evaluating objectives. Emphasis on individualized instruction. Class demonstration of teaching techniques with the use of audio-visual equipment. 30 field experience hours for successful completion of this course. Offered fall.

#### EDU 375

##### **Methods of Teaching Mathematics in the Middle and Secondary Schools**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370 and at least 30 credit hours in math.

Level 2 Professional Education Course. Focal points include: principles, standards, current issues, implications of research, and resources and instructional methods related to the teaching and learning of middle and secondary (grades 5-12) mathematics. 30 field experience hours are required for successful completion of this course. Offered fall.

#### EDU 377

##### **Historical and Social Trends in American Education**

3 Credit Hours

This course is designed to engage students in a critical exploration of the social and political history and dynamics of American public schools, as well as the demands of the teaching profession. Central to this study is an exploration of the myth and reality of diversity and equality in our democratic society. Current issues and trends will be dissected and debated to explore multiple perspectives and experiences. Trends and issues may include: standards and standardized testing, multicultural education, critical literacy, parental choice, unionization, school funding, educational reforms, and the legal and ethical rights and responsibilities of teachers and learners in our school communities.

#### EDU 378

##### **Methods of Teaching History and Social Science in the Middle and Secondary School**

3 Credit Hours

*Pre/Corequisite:* E (RQ) EDU-370 and junior or senior status

\*Level 2 Professional Education Course. This course covers the principles, methods and materials of teaching social science at the middle and secondary levels. 30 field experience hours are required for successful completion of this course. Offered fall.

#### EDU 380

##### **Methods of Teaching Bilingual Education**

3 Credit Hours

Program models, methodologies, and strategies that are effective and appropriate for designing, implementing, and

assessing teaching and learning for emergent bilinguals are presented in this course. Students will engage in curricular development for preK-12 students who are learning in a bilingual education setting. An overview of the research associated with teaching methodologies and bilingual education is included. Successful completion of the Illinois State Language Proficiency Examination in target language is required to earn the Bilingual Education endorsement. Supervised clinical experience in a bilingual classroom is provided. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

#### EDU 381

##### **Science for Teachers**

3 Credit Hours

This course focuses on the interconnectedness between pedagogy, content, and assessment of teaching science to elementary students as guided by state standards. Teaching and learning connections are explored across science domains including Physical Science, Life Science, and Earth and Space Science, with special emphasis on technology applications. Offered spring.

#### EDU 386

##### **Principles and Methods of Teaching Social Studies in the Middle School**

3 Credit Hours

\*Level 2 Professional Education Course. This course is specifically designed to develop the knowledge, skills and understandings needed to teach social studies at the middle school level by providing teacher candidates with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the middle level social studies classroom. Offered fall.

#### EDU 387

##### **Principles and Methods of Teaching Science in the Middle School**

2 Credit Hours

\*Level 2 Professional Education Course. This course is designed to prepare middle grade (5-8) science teacher candidates to teach science using the complex and scientifically appropriate inquiry model. The Illinois Learning Standards for Science and the Next Generation Science Standards will guide instructional planning activities. Emphasis will be placed upon the nature of science and its instructional methods including: the nature of scientific inquiry, the development of science process skills, integration of subject areas (STEM) and assessment, and using data to improve student achievement. Corequisites: All other Senior I coursework. Offered fall.

EDU 388

**Application of Reading Strategies for Diverse Learners**

2 Credit Hours

This course addresses the responsibility and challenge elementary teachers must undertake as they strive to meet the needs of diverse learners in their elementary classroom. Via performance-based assessments, teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills to create challenging learning opportunities for all students. Offered fall.

EDU 390

**Student Teaching I**

4 Credit Hours

Student Teaching I is comprised of 10-weeks of half-day student teaching experience followed by 6-weeks of full time co-teaching and solo student teaching in a PreK classroom setting. Candidates are jointly supervised by a university supervisor and a site-based mentor teacher. This course will be followed by Student Teaching II experience.

EDU 392

**Student Teaching Seminar I**

3 Credit Hours

\*Level 3 Professional Education Course: \*NOTE: Concurrent enrollment in EDU 322 Student Teaching I Middle School Student Teaching I is required. This course is designed for student teachers pursuing the new Illinois Professional Educators License for Grades 1-6 or 5-8 and includes a structured teaching performance assessment (edTPA) in the directed teaching site. The course supports teacher candidates in the design and implementation of the 3 edTPA tasks: Planning for Literacy Instruction, Instructing and Engaging Students in Literacy Learning and Assessment. \* [edTPA has been waived by ISBE until Spring 2024]. Offered fall.

EDU 394

**Seminar in Teaching and Learning II**

3 Credit Hours

\*Level 3 Professional Education Course: Requires passing ILTS content exam.

EDU 395

**Student Teaching Seminar I**

3 Credit Hours

This course is designed for early childhood education student teachers and includes a structured teaching performance assessment (edTPA) in the directed teaching site. The course supports teacher candidates in the design and implementation of the 3 edTPA tasks: Planning for Instruction, Instructing and Engaging Students in Learning, and Assessing Student Learning. \*[edTPA has been waived by ISBE until Spring 2024]

EDU 396

**Student Teaching II**

9 Credit Hours

Student Teaching II is comprised of 16 weeks. Candidates continue to complete an additional 8 weeks in the Student Teaching I PreK setting. The second 8 weeks are completed in a Primary setting. Candidates are jointly supervised by a university supervisor and a site-based mentor teacher.

EDU 397

**Literacy Instruction for Diverse Learners**

3 Credit Hours

\*Level 2 Professional Education Course: Requires Admission to an Education Program. This course addresses the responsibility and challenge secondary teachers must undertake as they strive to meet the needs of diverse learners in their content areas. Teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills to create challenging learning opportunities for all students. 15 field experience hours are required for successful completion of this course.

EDU 398

**Student Teaching Seminar II**

3 Credit Hours

This course is designed for student teachers pursuing the new Illinois Professional Educators License with an endorsement in Early Childhood and focuses on the completion of the edTPA - a structured teaching performance assessment. Additional topics include but are not limited to: Co-Teaching model, resume writing, refining the professional portfolio, licensure, and teacher evaluation models.