EDU 103
Professional Educators Seminar I
0 Credit Hours
*This is a noncredit requirement for the Freshman I semester. This course is taken Freshman I and is designed to provide teacher candidates with an introduction to professional education careers, creating an awareness of what resources are available to guide them toward a successful career in the field of education. This seminar experience is designed to be the first of three ongoing seminars leading up to formal admission to the Education Department. Offered fall.

EDU 104
Professional Educators Seminar II
0 Credit Hours
*This is a noncredit requirement for the Freshman II semester. This course is taken Freshman II and is designed to provide teacher candidates with the opportunity to identify their skills, interests and values and begin to discover how they can be used in a professional education career. This seminar experience is designed to be the second of three ongoing seminars leading up to formal admission to the Education Department. Offered spring.

EDU 105
Professional Educators Seminar III
0 Credit Hours
*This is a noncredit requirement for the Sophomore I semester. This course is taken Sophomore I and is designed to provide teacher candidates with the information and resources to narrow their choice for seeking admission to the appropriate Education Department initial licensure program; candidates will also be introduced to the various professional education associations. This seminar experience is designed to be the third and final of three ongoing seminars leading up to formal admission to the Education Department. Offered fall.

EDU 110
Introduction to Educational Technology
2 Credit Hours
*Level 1 Professional Education Course: Pre-Admission to the Education Department. This course is taken concurrently with the Junior I early childhood education block courses. This seminar experience is designed to introduce teacher candidates to an introduction to 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) and to address e-portfolio requirements (Live Text).

EDU 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 Department 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 201
Early Childhood Mentoring/edTPA Seminar I
2 Credit Hours
This course is taken concurrently with the Sophomore II early childhood education block courses. This seminar experience is designed to be the first of three ongoing seminars leading up to the Student Teaching/Clinical Practice. The focus of the seminar is a study of the Early Childhood edTPA planning template. Candidates will be guided in designing a learning segment of 3 lesson plans - focused on language and literacy development in an interdisciplinary context through active and multimodal learning experiences. This is a hybrid course with online content alternating with traditional class meetings.

EDU 202
Educational Psychology
3 Credit Hours
*Level 1 Professional Education Course: Pre-Admission to the Education Department. 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, the use of psychology in the classroom. Methods of research in educational psychology is also introduced in this course. 5 clinical hours.

EDU 203
Early Childhood Mentoring/edTPA Seminar II
2 Credit Hours
This course is taken concurrently with the Junior I early childhood education block courses. This seminar experience is designed to be the second of three ongoing seminars leading up to the Student Teaching/Clinical Practice. The focus of the seminar includes the implementation, the video-taping, the collection of student work samples, and the process of providing feedback for one practice edTPA lesson. This is a hybrid course with online content alternating with traditional class meetings.
EDU 204  
**Early Childhood Mentoring/ edTPA Seminar III**  
2 Credit Hours  
This course is taken concurrently with the Junior II early childhood education block courses. This seminar experience is designed to be the third of three ongoing seminars leading up to the Student Teaching/Clinical Practice. The focus of the seminar includes the design of three practice reflective commentaries: planning, instruction, and assessment. This is a hybrid course with online content alternating with traditional class meetings.

EDU 205  
**Child Growth and Development**  
3 Credit Hours  
*Level 1 Professional Education Course: Pre-Admission to the DOE 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 childhood. Application of these theories as they relate to the child's formal and informal school experiences is examined. 5 clinical hours. Offered spring.

EDU 206  
**Elementary Mentoring Seminar I**  
2 Credit Hours  
*Level 1 Professional Education Course: Pre-Admission to the Education Department. This course is taken concurrently with the Sophomore II elementary education block courses. The focus of the seminar this semester includes but is not limited to an introduction to the edTPA, the capstone performance assessment required for licensure. Students will also practice the first of the three types of professional writing that are part of the edTPA portfolio -- descriptive writing. Discussion, exploration and synthesis of current education issues, concepts and practices will also take place in this seminar. Peer exchange as well as professional role modeling and building relationships with Elementary Education Faculty and Staff will assist the teacher candidates to develop professional dispositions as they progress toward becoming professional educators. This is a hybrid course with online content alternating with traditional class meetings. Offered spring.

EDU 207  
**Elementary Mentoring Seminar II**  
2 Credit Hours  
*Level 2 Professional Education Course: Requires Admission to the Education Department. This course is taken concurrently with the Sophomore II elementary education block courses. The focus of the seminar this semester includes but is not limited to a detailed analysis of Task 1 of the edTPA performance assessment. Each component will be described, practiced and critiqued by peers and instructor. Candidates will also practice the second of the three types of professional writing that are part of the edTPA portfolio -- reflective writing in the professional context. Exploration and synthesis of current education issues, concepts and practices will also take place in this seminar. Peer exchange as well as professional role modeling and building relationships with Elementary Education Faculty and Staff will assist the teacher candidates to develop professional dispositions as they progress toward becoming professional educators. This is a hybrid course with online content alternating with traditional class meetings. Offered fall.

EDU 208  
**Elementary Mentoring Seminar III**  
2 Credit Hours  
*Level 2 Professional Education Course: Requires Admission to the Education Department. This course is taken concurrently with the Junior II elementary education block courses. The focus of the seminar this semester includes, but is not limited to a detailed analysis of Tasks 2 and 3 of the edTPA performance assessment. Each component will be described, practiced and critiqued by peers and instructor. Candidates will also practice the third of the three types of professional writing that are part of the edTPA portfolio -- analytical writing. Exploration and synthesis of current education issues, concepts and practices will also take place in this seminar. Peer exchange as well as professional role modeling and building relationships with Elementary Education Faculty and Staff will assist the teacher candidates to develop professional dispositions as they progress toward becoming professional educators. This is a hybrid course with online content alternating with traditional class meetings. Offered spring.

EDU 209  
**Literature for Children and Adolescents**  
3 Credit Hours  
*Level 1 Professional Education Course: Requires Pre-Admission to the Education Department. 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. Offered fall.

EDU 210  
**Physical, Psychosocial and Cognitive Development:Infants and Toddlers**  
2 Credit Hours  
This course focuses on the cognitive, social, emotional, linguistic, and physical development of children from birth to age three. The role of general health, nutrition, relationships, culture, and play in shaping development will be discussed. Candidates will explore tools for observing and analyzing the development of children from birth to age three.

EDU 211  
**Infants and Toddlers:Environments, Programs and Activities**  
2 Credit Hours  
This course will focus on the creation of engaging and emotionally responsive environments that support the social, emotional, physical, and cognitive development of children age birth to three. Candidates will explore constructivist curriculum designs with an emphasis on the adult's role in supporting play that fosters language and literacy development, creative
expression, and mathematical and scientific thinking. Partnerships with families, attachment theory, health, and safety will be discussed as essential aspects of early care and education.

EDUL 211
Sophomore II FE Block
1 Credit Hour
*Level 1 Professional Education Course: Requires Pre-Admission to the Education Department. 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 fall.

EDUL 221
Junior I FE Block
1 Credit Hour
*Level 2 Professional Education Course: Requires Admission to the Education Department. Supervised field experiences are an integral part of the 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.

EDUL 212
Foundations of Early Childhood
2 Credit Hours
This course focuses on the historical, philosophical, and social foundations of early childhood education. Theories of child development and learning, including the contributions of Dewey, Piaget, and Vygotsky are discussed, together with current research-based best practices in early childhood education. Constructivism will be explored as a paradigm for teaching and learning. Candidates study various philosophical models, and explore the role of the early childhood teacher in designing, organizing, and implementing developmentally appropriate and culturally sensitive experiences for children ages birth - Grade 2 in inclusive settings. Philosophical models include, but are not limited to: Montessori, Waldorf, Reggio, High Scope, and Head Start.

EDUL 212
Sophomore II Field Experience Block
1 Credit Hour
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.

EDUL 221
Junior I Field Experience Block
1 Credit Hour
*Level 2 Professional Education Course: Requires Admission to the Education Department. Supervised field experiences are an integral part of the 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.

EDUL 223
Junior I Field Experience Block 2
0.5 Credit Hours
Supervised field experiences are an integral part of the 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.

EDUL 231
Junior II FE Block
1 Credit Hour
*Level 2 Professional Education Course: Requires Admission to the Education Department. 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.

EDUL 232
Junior II Field Experience Block I
0.5 Credit Hours
Supervised field experiences are an integral part of the candidate's apprenticeship 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.
EDUL 233  
**Junior II Field Experience Block 2**  
0.5 Credit Hours  
Supervised field experiences are an integral part of the candidate’s apprenticeship 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.

EDU 242  
**Using Student Achievement Data to Support Instructional Decision Making** (LAB)  
3 Credit Hours  
*Level 2 Professional Education Course: Requires Admission to the Education Department. 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. Candidates will also explore established and developing assessment technologies. Topics may include but are not limited to: Multi-tiered systems of support (response to intervention), standardized assessments, benchmark assessments, diagnostic assessments, progress monitoring assessments, formative assessments, performance assessments, teacher-developed assessments, rubrics, checklists, data literacy and assessment-based grading. Offered spring.

EDU 243  
**Principles and Methods of Teaching Science, Health and PE in the Elementary School**  
2 Credit Hours  
*Level 2 Professional Education Course: Requires Admission to the Education Department. 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 and the standards from the Next Generation Science Standards. Offered spring.

EDU 244  
**Principle and Methods of Teaching Social Science and the Arts in the Elementary School**  
2 Credit Hours  
*Level 2 Professional Education Course: Requires Admission to the Education Department. 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 251  
**Physical, Psychosocial and Cognitive Development: PreK-Grade 2**  
2 Credit Hours  
This course focuses on the cognitive, social, emotional, and physical development of children ages three though eight. It considers the role of relationships, social context, and play in shaping development. Candidates will explore tools for observing and analyzing the development of children from PreK - Grade 2.

EDU 252  
**Inquiry and Play in Early Childhood Education**  
3 Credit Hours  
This course focuses on the centrality of inquiry and play in children’s learning. The emphasis will be on facilitating integrated and developmentally appropriate experiences that support children’s construction of knowledge and interpersonal relationships. The roles of teacher as observer, collaborator, facilitator, and creator of indoor and outdoor learning environments will be discussed. Candidates will 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**  
3 Credit Hours  
This course is focused on the curriculum, methods, materials, and technological resources for the integrated teaching of mathematics, science, social studies, and the fine arts to young children in diverse and inclusive settings. Candidates will explore an integrated approach to teaching foundational concepts and will develop learning experiences that develop inquiry, symbolic representation, and problem solving in each domain. The centrality of play, the role of creativity, the integration of technology, and the importance of the physical and interpersonal environment will be discussed. Students will
utilize observation strategies and documentation as they plan, assess, adapt, and reflect on learning experiences.

EDU 254
Emergent Literacy and Language Development
3 Credit Hours
This course investigates the nature of language and literacy development in the young child. The process of verbal and non-verbal language acquisition in children that incorporates the most recent theories and practices is examined. Emphasis is on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies to promote language and literacy development in inter-disciplinary contexts with attention to the interrelated processes of listening, speaking, reading, writing, and visually representing for children are emphasized. Candidates will become familiar with various educational technologies that support engaged learning activities in literacy.

EDU 282
Reading Informational Text in the Content Areas
3 Credit Hours
*Level 1 Professional Education Course: Pre-Admission to the Education Department. 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 284
Teaching Writing Across the Curriculum
2 Credit Hours
*Level 2 Professional Education Course: Requires Admission to the Education Department. This course explores research-based strategies to support developing writers in grades 1-8. Course will be partially delivered as an inverted "Flipped Classroom"-content instruction managed online and class time is devoted to active engagement in a writing workshop. Regular class meetings are structured to allow candidates to work on their own writing, observe demonstration lessons that showcase various strategies for teaching writing, and create their own mini-lessons to share in small groups as well as with the larger class. The course combines theoretical writing pedagogy with practical methods. Topics include, but are not limited to, research-based strategies for narrative, opinion/argumentative, and informational/explanatory writing strategies and frameworks, the writing process, writing workshops, craft lessons, mini-lessons, multi-genre writing, assessing writing and the reading/writing connection. Offered spring.

EDU 303
Foundations and Methods of Teaching Mathematics K-2
3 Credit Hours
This course focuses on literacy methods and applications in K-2 classrooms. Candidates will model and use sound, research-based literacy strategies for teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates will examine and use a variety of texts that support students' learning of reading, writing, speaking, and listening. The Common Core Standards for English/Language Arts will be explored. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities in literacy.

EDU 304
Foundations, Curriculum and Methods of Teaching Math K-2
3 Credit Hours
This course examines the content and methods of teaching mathematics in diverse and inclusive settings. The course prepares teacher candidates to use their knowledge of mathematics to develop children's ability to approach and solve problems in the various areas of mathematical thinking including number concept, geometry, probability, and measurement. The Common Core Standards for Mathematics will be explored. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities in mathematics.

EDU 305
Foundations and Methods of Teaching Science K-2
2 Credit Hours
This course examines the content and methods of teaching science in diverse and inclusive settings. The course explores the dimensions to learning science: Crosscutting Concepts, Science & Engineering Practices, and Disciplinary Core ideas. The course explores the four domains of the Next Generation Science Standards (NGSS): Physical Science, Life Science, Earth and Space Science, and Engineering Design. Candidates will become familiar with methods of curriculum development, pedagogy, and assessment for science that help teacher candidates' structure learning activities where children learn to think, discuss, and inquire about topics in the discipline. An emphasis will be placed on holistic learning, the inter-relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities in science.

EDU 306
Foundations and Methods of Teaching Social Science K-2
2 Credit Hours
This course examines the content and methods of teaching social science in diverse and inclusive settings. The course explores the core areas of the Illinois Learning Standards for Social Science (2016): Inquiry Skills, Civics Standards, Geography Standards, Economics & Financial Literacy Standards, and History Standards. The focus will be on methods of curriculum development, pedagogy, and assessment for the social sciences that help teacher candidates' structure learning activities where children learn to think, discuss, and inquire about topics in the discipline. An emphasis will be placed on holistic learning, the inter-
relatedness of curricular areas, and the developmental appropriateness of integrating teaching and learning in the primary grades. Candidates will become familiar with various educational technologies that support engaged learning activities in social science.

EDU 307  
**Methods of Teaching Young Children with Special Needs**  
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  
This course focuses on socializing agents, structural constraints and supports by fundamental American institutions as they affect child development. Legal, commercial, religious, familial, and political institutions are explored for their effects on the development of young children. Family and community contexts in Early Childhood are explored through the lenses of historical and philosophical issues and key early childhood philosophies about the child, family, and community are highlighted. Strategies for developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally, and linguistically diverse families are explored. The course examines ethical practices as well as issues in safety and mandatory reporting in early childhood education. Requires participation in community-based activities, some of which may occur off campus.

EDU 311  
**Developmental Assessment of Young Assessment of Typically and Atypically Developing Young Children**  
2 Credit Hours  
This course is designed to introduce students to developmental assessment of typically and atypically developing young children from birth to the age of 8. Candidates focus on the creation and use of assessment information to facilitate children's learning and development and measure academic achievement. Candidates administer a variety of early childhood assessments and gain insight into the goals and benefits of developmental assessment, along with an understanding of the use of assessment in early childhood education. The ethical and developmentally appropriate practice of assessment in the context of family and community characteristics is explored. Candidates develop an understanding of the IEP processes; an understanding of collaborative processes in assessment and communication of assessment data is also explored. Candidates practice assessment of infant development. Emphasis is placed on the use of assessment data to plan instruction, monitor children's progress towards developmental and curricular goals, as well as children's engagement in learning.

EDU 318  
**Methods of Teaching Reading in the Elementary School**  
3 Credit Hours  
*Level 2 Professional Education Course: Requires Admission to the Education Department. 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. Offered fall.*

EDU 322  
**Elementary Level Student Teaching I**  
3 Credit Hours  
*Level 3 Professional Education Course: Requires passing of ILTS content exam. Student Teaching I is comprised of 10-weeks of part time student teaching/practicum experience followed by 6-weeks of full time co-teaching and solo student teaching in a self-contained elementary classroom setting. A university supervisor and a mentor teacher from the partner school jointly supervise the Student Teaching I experience. This course will be followed by a 16-week (one semester) Student Teaching II experience. Offered fall.*

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.*

EDU 336  
**Methods of Teaching Mathematics in the Elementary School**  
3 Credit Hours  
*Level 2 Professional Education Course: Requires Admission to the Education Department. The 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 percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics for grades K-8 will be undertaken. Offered fall.*
EDUL 336  
Methods of Teaching Mathematics in the Elementary School (lab)  
1 Credit Hour  
*Level 2 Professional Education Course: Requires Admission to the Education Department. Clinical component of EDU 336. 30 Clinical hours.

EDU 339  
Managing the Elementary Classroom: Behavior Management and Instructional Planning  
2 Credit Hours  
*Level 2 Professional Education Course: Requires admission to the Education Department. 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  
Diagnostic Teaching and Assessment of Reading in the Elementary School  
3 Credit Hours  
*Level 3 Professional Education Course: Requires Admission to the Education Department. 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. Offered fall.

EDU 345  
Seminar in Teaching and Learning  
3 Credit Hours  
*Level 3 Professional Education Course: Requires Admission to the Education Department. This course is designed for secondary 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. 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 348  
Student Teaching-Early Childhood Education  
6 Credit Hours  
*Level 3 Professional Education Course: Requires Admission to the Education Department. This course is a program of guided observation, participation and teaching in a classroom setting, jointly supervised by a teacher from the University and one from the field. Normally, 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  
*Level 3 Professional Education Course: Requires Admission to the Education Department. 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 cooperating teacher in the 9-12 classrooms. Usually, the student teacher spends the whole school day in the assigned 6-12 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  
*Level 3 Professional Education Course: Requires Admission to the Education Department. This course is the DOE Directed teaching comprised of a minimum of 16-weeks full time co-teaching and solo student teaching in an elementary classroom setting. A university supervisor and a mentor teacher from the partner school jointly supervise the Student Teaching experience. 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: Requires Admission to the Education Department. This course is a program of guided observation, participation and teaching in a classroom setting, jointly supervised by a teacher from the University and one from the field. Normally, 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 361  
Methods of Teaching Young Children with Disabilities  
3 Credit Hours  
*Level 2 Professional Education Course: Requires Admission to the Education Department. 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 clinical hours. Offered fall.

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. 25 field hours. 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. 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. 25 clinical hours. 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. 25 clinical hours. 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. 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. 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' understanding 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. 25 clinical hours. 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: Requires Admission to the Education Department. 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 clinical hours.

EDU 371
Methods of Teaching Art in the Middle and Secondary School
3 Credit Hours
Pre/Corequisite: E (RQ) EDU-370
*Level 2 Professional Education Course: Requires Admission to the Education Department. This course provides an investigation and use of applicational, functional and expressional aspects of teaching art. Exploration and discussion of major educational concepts and techniques. Course also includes field trips to a variety of schools where different teaching modes can be examined. 30 Clinical Hours. Offered fall.
EDU 372
Methods of Teaching Biology in the Middle and Secondary School
3 Credit Hours
Pre/Corequisite: E (RQ) EDU-370
*Level 2 Professional Education Course: Requires Admission to the Education Department. This course covers the principles, methods and materials of teaching biology at the middle school and secondary level. 30 Clinical hours. 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: Requires Admission to the Education Department. 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 Clinical hours. 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: Requires Admission to the Education Department. 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 Clinical hours. Offered fall.

EDU 377
Historical and Social Trends in American Education
3 Credit Hours
*Level 1 Professional Education Course: Requires Pre-Admission to the Education Department. 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. The course has a Community Based Learning component which will engage students in the application of learned concepts outside of the classroom. Students will be offered placements for a minimum of 20 hours of mutually beneficial services in various agencies in the community. 15 clinical hours.

EDU 378
Methods of Teaching History and Social Studies 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: Requires Admission to the Education Department. This course covers the principles, methods and materials of teaching social studies at the middle and secondary levels. 30 Clinical hours. 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. The course presents curricular development for students who are learning in a bilingual education setting. A supervised clinical experience in a bilingual classroom is provided. 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 or other certification approved by the Department. 25 clinical hours. Offered spring.

EDU 383
Supporting Struggling Readers in the Regular Classroom Setting: Instruction, Support, Materials and Resources for the Supplemental Curriculum
3 Credit Hours
*Level 2 Professional Education Course: Requires Admission to the Education Department. This course will focus on assessments, interventions, and resources aimed at increasing the rate of improvement for struggling readers. Topics will include, but are not limited to diagnostic assessments, progress monitoring, analyzing classroom data, developing targeted instructional plans, research-based interventions, and targeted small group instruction. Offered spring.

EDU 385
Developing Proficient Readers: Instruction, Support, Materials and Resources for the Core Curriculum
3 Credit Hours
*Level 2 Professional Education Course: Requires Admission to the Education Department. This course will explore proficient reader research, research-based resources, and classroom management systems to support differentiated literacy instruction in grades K-8. Topics will include, but are not limited to proficient reader strategies, resources to support instruction in the pillars of reading, and models for delivering differentiated instruction in the literacy classroom. Teacher candidates will be introduced to the effective development and design of instructional units (Understanding by Design; UBD). Offered fall.
EDU 386
Principles and Methods of Teaching Social Studies in the Middle School
3 Credit Hours
*Level 2 Professional Education Course: Requires Admission to the Education Department. 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: Requires Admission to the Education Department. 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 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 Learning, and Assessing Student Learning. 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

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 the Education Department. 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 clinical hours.

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.