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.

EDU 200
Introduction to The Profession of Teaching
3 Credit Hours
Pre/Corequisite: E (RQ) EDUL-200
*Level 1 Professional Education Course: Pre-Admission to the Education Department for Early Childhood and Secondary Majors. *Level 2 Professional Education Course: 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) and to address e-portfolio requirements (Live Text).

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 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 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 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 adolescence. Application of these theories as they relate to the child’s formal and informal school experiences is examined. 5 clinical hours.

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 and spring.

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
Pre/Corequisite: E (RQ) EDUL-212
This course will focus on the creation of engaging and emotionally responsive environments that support the social, emotional, physical, and cognitive development 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 spring.

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, 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 age birth - Grade 2 in inclusive settings. Philosophical models include, but are not limited to: Montessori, Waldorf, Reggio, High Scope, and Head Start.

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.

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: Requires Admission to the Education Department. 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 spring.

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.

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  
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 primary grade level 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.

EDU 242  
Using Student Achievement Data to Support Instructional Decision Making  
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 technologically-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
Principles 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 through 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
Pre/Corequisite: E (RQ) EDUL-222
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
4 Credit Hours
Pre/Corequisite: C (RQ) EDUL-222
This course focuses 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
Pre/Corequisite: E (RQ) EDUL-222
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 303
Foundations and Methods of Teaching Mathematics K-2
3 Credit Hours
Pre/Corequisite: E (RQ) EDUL-232
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  
**Pre/Corequisite:** E (RQ) EDUL-232  
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  
**Pre/Corequisite:** E (RQ) EDUL-232  
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  
**Pre/Corequisite:** E (RQ) EDUL-232  
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**  
**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
**Foundations and Methods of Literacy and Language Arts**
3 Credit Hours
Former name for EDU 318 was Methods of Teaching Reading in the Elementary School. *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. This course also explores 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, materials to support instruction in the pillars of reading, and models for delivery 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 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
Former name of EDU 336: Methods of Teaching Mathematics in the Elementary School *Level 2 Professional Education Course: Requires Admission to the Education Department. 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: 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
**Assessment and Diagnosis of Reading Problems**
3 Credit Hours
Former name for EDU 343 was Diagnostic Teaching and Assessment of Reading in the Elementary School. *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. This course will also 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 fall.
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. 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
9 Credit Hours
Pre/Corequisite: C (RQ) EDU-345
*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. Corequisite: Enrollment in Student Teaching.

EDU 349
Student Teaching Middle and Secondary
9 Credit Hours
Pre/Corequisite: C (RQ) EDU-345
*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
Pre/Corequisite: C (RQ) EDU-394
*Level 3 Professional Education Course: Requires Admission to the DOE Directed teaching is 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. 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/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 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 K-12 Schools
3 Credit Hours
Pre/Corequisite: E (RQ) EDU-370
Level 2 Professional Education Course: Requires Admission to the Education Department. 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 hours field experience hours. 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: Requires Admission to the Education Department. 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. 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. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDU 381  
Earth and Space Science for Teachers  
3 Credit Hours  
This course surveys space and earth systems so that students can understand the interconnected nature of these systems. Topics include the universe and its stars, earth and the solar system, history of planet earth, earth’s materials and systems, weather and climate, and the human impact on each of these systems. Special emphasis is placed on the application of technology to problems within these fields of study. Lecture 3. Offered spring.

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 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 the edTPA performance-based assessment, 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. Offered fall.

EDU 394
**Seminar in Teaching and Learning II**
3 Credit Hours
*Level 3 Professional Education Course: Requires passing ILTS content exam. Offered spring.

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.