DEPARTMENT OF EDUCATION

Graduate Programs in Education

Vision

The vision of the Lewis University Department of Education is to be regionally recognized as a Midwest leader in providing value-oriented, collaborative, and research-based preparation programs for educators. Lewis University's Department of Education is imbued with a Lasallian moral and ethical legacy. This heritage compels it to consider the central role education can and should take in the creation of a more equal and just society. Therefore, the Department of Education views its work as making a salient contribution to the amelioration of injustice and inequality through the preparation of educators who believe all can learn, challenge marginalizing discourses, and honor diversity. The Department of Education also aligns itself with John Dewey's notion that the school is the primary vehicle of social progress. As such, it envisions the school as an important location for challenging and transforming social ills and seeks to prepare educators who are deeply discerning, knowledgeable, and critical lifelong learners. These are characteristics that are indispensable for a truly transformative educator.

Mission

In keeping with the University Mission, the Department of Education is committed to enacting the values of knowledge, justice, association, wisdom, and fidelity through the teaching and scholarship of the faculty, the design of academic programs, the content of the curriculum, the focus of school partnerships, and service to the larger community. A culture of critique, possibility, and inquiry is fostered where students and faculty recognize the political, social, moral, and economic dimensions of education; submit their own beliefs and understandings to scrutiny; challenge dominant discourses; and understand their responsibility as a social advocate for all students, especially the marginalized.

This mission requires candidates[1] and faculty to engage in ongoing reflection and dialogue while maintaining a willingness to wrestle with this difficult and complex work. In order to develop learning communities, candidates, faculty, and local school personnel should value diverse perspectives, collaborative decision-making, and interactive learning experiences. The Department of Education through the pre-service, advanced, and professional education programs encourages the development and practice of these integrated components.

[1] "Candidates" refers to individuals admitted to Lewis University's Department of Education programs. "Students" refers to children and adolescents in P-12 schools.

Unit's Conceptual Framework

The purpose of the Department of Education is to prepare candidates to be educators who possess the knowledge and skills of their profession and the values to use that knowledge in a way that will positively impact schools and the larger community. Faculty in the Department of Education are guided in this purpose by the mission and core values of Lewis University and the Department of Education; the general education requirements of the University; and the content, teaching, administrative, and counseling standards of the State of Illinois and the national professional organizations.

The resulting educational programs of the Department of Education are based on two important foundations: knowledge and values. The Department of Education believes that in order for candidates to be successful educators, they must not only possess content and pedagogical knowledge, but they must also embrace the moral values represented by the Catholic and Lasallian traditions of Lewis University. Professional preparation needs to be enhanced by the values of wisdom, justice, and fidelity. The Department of Education believes that this occurs best in a spirit of association which the Department of Education enacts through the overriding mission which focuses on the development of an ethic of community.

The Lewis University Department of Education prepares candidates using the following unit standards: Standard (1) knowledgeable critical transformative educators; Standard (2) multicultural educators; and Standard (3) social justice advocates. Following are the specific proficiencies expected for each of the above unit standards:

Standard 1: Knowledgeable Critical Transformative Educators

Candidate Proficiencies for Initial Programs

- Demonstrates knowledge of subject matter
- Demonstrates professional and pedagogical knowledge and skills
- Demonstrates knowledge of critical pedagogical content
- Integrates technology in teaching
- Demonstrates ability to assess student learning
- Reflects on professional experiences[1]
- Acts on professional convictions[1]

Candidate Proficiencies for Advanced Programs

- Demonstrates in-depth knowledge of subject matter
- Demonstrates professional knowledge and skills
- Implements a robust knowledge of critical pedagogical content
- Integrates technology in practices
- Creates positive environments for student learning
- Reflects on professional experiences[1]
- Acts on professional convictions[1]

Standard 2: Multicultural Educators
Candidate Proficiencies for Initial Programs

- Demonstrates knowledge of personal prejudices and biases
- Demonstrates knowledge of the cultural aspects of schools and classrooms as non-neutral cultural space
- Demonstrates behavior necessary to work with students, families, and communities of various cultures
- Demonstrates knowledge of cultural issues involved in appropriately assessing student learning
- Demonstrates ability to adapt instruction and services appropriately for all students, including students with exceptionalities

Candidate Proficiencies for Advanced Programs

- Articulates personal prejudices and biases and knows their impact on teaching and learning
- Demonstrates knowledge of schools and classrooms as non-neutral cultural space and the implications for teaching and learning
- Demonstrates behavior necessary to work with students, families, and communities of various cultures
- Demonstrates a thorough understanding of cultural issues involved in appropriately assessing student learning
- Creates positive environments for all students, including students with exceptionalities

Standard 3: Social Justice Advocates
Candidate Proficiencies for Initial Programs

- Demonstrates knowledge of institutional inequities
- Demonstrates knowledge of relevant communities to bring about change
- Challenges dominant discourses[1]
- Demonstrates fairness and belief all students can learn[1]

Candidate Proficiencies for Advanced Programs

- Articulates institutional inequities and their impact on teaching and learning
- Engages relevant communities to bring about change
- Challenges dominant discourses[1]
- Demonstrates fairness and belief all students can learn[1]

[1] Department of Education Dispositions

Dispositions

Embedded within Department of Education's conceptual framework are the dispositions candidates are expected to develop while enrolled in academic programs. Professional dispositions are professional attitudes, values, commitments, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. The Department of Education's dispositions were developed to enhance candidates' abilities to achieve the unit standards. They include the following:

- Disposition to reflect on professional experiences
- Disposition to challenge dominant discourses
- Disposition to act on professional convictions
- Disposition to demonstrate fairness and belief all students can learn

The Department of Education believes educators need to understand how what they do in the classroom is linked to wider social, political, and economic forces and these dispositions are necessary to fully engage in the complexities of this work.

Accreditation

Lewis University is accredited by, and a member of, the Higher Learning Commission. All teacher education programs are approved for entitlement by the Illinois State Board of Education (ISBE) in conjunction with the Illinois State Educator Preparation and Licensure Board.

Graduate Degree Options

The Department of Education offers the following avenues to fulfill graduate students' needs:

- Master of Arts (M.A.)
  - Elementary Education
  - Early Childhood Special Education
  - Foreign Language Instruction
  - Middle Level Education
  - Reading and Literacy
  - Secondary Education
  - Special Education
- Master of Education (M.Ed.)
  - Curriculum and Instruction:
    - English as a Second Language
    - Technology Learning and Design
    - Literacy and English Language Learning
    - Reading Teacher
    - Teacher Leader
    - Principal Preparation
- Doctorate of Education (Ed.D.)
  - Educational Leadership for Teaching and Learning
- Licensure Endorsement Only

Candidates who already possess a Professional Educator License may complete the requirements for endorsements in:

- Bilingual Education
- Computer Science (6-12)
- Elementary Education (1-6)
- English as a Second Language (ESL)
- Learning Behavior Specialist 1 (LBSI)
- Middle School
- Reading Teacher
- Teacher Leader
- Early Childhood Special Education Letter of Approval

The applicability of previous coursework will be determined by the specific Division Chair or Program Director.

Admission to Graduate Programs

Admission to the graduate education programs at Lewis University is based on the academic qualifications and appropriate experience of the applicant. It is made without regard to race, color, religion, irrelevant disability, age, gender, or sexual orientation. (Candidates *refers to individuals who are admitted to or enrolled in education programs.*)

Categories of candidate enrollment in the graduate education classes:

- Full Admission Status
- Provisional Admission Status
- Student-at-Large Status

See individual program information for additional admission requirements and the Graduate Admissions (https://catalog.lewisu.edu/graduate/general-information/admission-policies/) section of the catalog for general graduate admission information.

Full Admission Status

Candidates seeking a graduate degree and/or an Illinois State Teaching License or Endorsement must fulfill the following requirements:

- Hold a baccalaureate degree from a regionally-accredited institution of higher education.
- Enter with a minimum undergraduate grade point average of 2.75 (on a 4.00 scale) in the last 60 undergraduate hours.

or

Request provisional admission from the program faculty. If granted provisional admission, a cumulative GPA of 3.0 based upon the completion of three graduate courses at Lewis University with no grade lower than a B must be maintained.

- Complete online graduate application.
- Submit two recommendations from professional contacts, such as professors, employers, or supervisors. Recommendations must use the form provided in the online application process.

Submit complete, official transcripts from all institutions previously attended.

- Have a personal interview with a Department of Education representative to discuss the student's goals and to set up the program of study.
- For Initial Licensure programs: Complete a satisfactory Graduate Writing Assessment administered by the Department of Education within the first semester of graduate study at Lewis. The Graduate Writing Examination for initial programs may be taken 3 times. Students who fail the examination are urged to seek assistance from the Writing Center or enroll in a developmental writing course. Depending on program area protocols, students who already possess a master's degree may be able to submit a writing sample in lieu of the writing exam, or as part of the admissions application.
- International students from non-English speaking countries are required to certify proficiency in reading and writing English; achievement of at least the 65th percentile for the applicant's nationality group on the Test of English as a Foreign Language (TOEFL) is required.

Provisional Admission Status

Students who apply for full admission status and are deficient in one or more of the requirements for full admission may be granted provisional status until the deficiencies are removed. Deficiencies must be removed within 9 semester hours of graduate coursework taken at Lewis University.

Student-at-Large Status

A student with a baccalaureate degree who wants to take certain graduate courses may be admitted as a student-at-large by meeting the following requirements:

1. Submit official documentation of baccalaureate degree from a regionally-accredited institution of higher education.
2. Complete online graduate application form.

Nine semester hours of coursework may be completed as a student-at-large as the maximum credit toward an advanced degree, should a student-at-large seek full graduate admission status.

Admission to the Ed.D. Program

Admission to the Ed.D. program at Lewis University is based on the academic qualifications and appropriate experience of the applicant. Applicants are admitted without regard to race, color, religion, irrelevant disability, age, gender, or sexual orientation.

Categories of student enrollment in the program:

- Full Admission Status
- Provisional Admission Status

Full Admission Status

Students seeking the Ed.D. must meet the following requirements:

1. Hold at minimum a master's degree in an educationally-related field from a regionally-accredited institution of higher education.
2. Complete online graduate application.
3. Complete a written essay on a topic identified by the Department of Education.
4. Submit two completed letters of recommendation on Lewis University forms from professors, employers, or advisors.
5. Submit complete official transcripts from all institutions previously attended.
6. Personal interview with a Department of Education representative to discuss the student's goals and to set up sequence of courses.
7. International students from non-English speaking countries are required to certify proficiency in reading and writing English; achievement of at least the 65th percentile for the applicant's nationality group on the Test of English as a Foreign Language (TOEFL) is required.

Provisional Admission Status

Students who have provisional admission status must meet all requirements as determined by the Program Director. Full admission status must be achieved within 12 semester hours of coursework.

Transfer Procedures and Time Limitations

Each program specifies a maximum number of semester hours of graduate level work which may be transferred from regionally-accredited institutions of higher education completed **within the last five years**, with no grade lower than a B if the coursework is appropriate to the program's objectives in graduate education at Lewis. The applicability of previous coursework will be reviewed by the appropriate Program Director. The Program Director's review of appropriateness is final.

Courses from outside the United States evaluated as graduate level by the Commission of Accreditation of the American Council on Education may be included as long as the appropriate transfer total is not exceeded and the coursework is appropriate to the student's program of study.

Students who wish to take courses elsewhere after matriculation at Lewis must receive prior written approval from the appropriate Program Director in order to ensure that the credit will be accepted in transfer.

Students must complete all requirements **within 5 years** from the time of completion of the first graduate course at Lewis University.

All requirements for the doctoral degree must be completed **within 10 consecutive years** of initiation of coursework.

Financial Assistance

Information and applications for Lewis scholarships are listed on the Lewis website.

Good Academic Standing

See Good Academic Standing (https://catalog.lewisu.edu/graduate/general-information/academic-policies/#standing).

General Education Requirement for Master's Program

The Department of Education believes that all teachers need a broad, liberal arts education from which to draw knowledge and experience relating to the world around them. To ensure that candidates completing Lewis University initial licensure programs hold to this ideal, we require certain coursework in the liberal arts areas. Candidates are expected to complete courses in humanities, natural sciences, social sciences, and mathematics that provide the foundation of a liberal arts education. Candidates who have completed a bachelor's degree at another university should have their transcripts evaluated by the

Program Director to assess whether or not they have met the liberal arts requirement. If the requirement has not been met, students will complete the deficiencies before clinical practice. These courses may be taken at the undergraduate level. A grade of C or better must be earned.

Field Experiences, Clinical Practice, Internships, Practicum

All Department of Education licensure programs have requirements for work in P-12 schools and classrooms through field experience and clinical practice (initial licensure programs) and internship and practicum (advanced licensure programs). The ability to demonstrate application of knowledge, skills, and dispositions in an educational setting is essential to ensure the readiness of the candidate to earn their degree and/or licensure. Successful completion of the experience is required and is defined by both acceptable performance in the classroom/school and acceptable completion of coursework. Successful completion of only one of the two components may result in repeating the experience. Successful performance is measured by the evaluations and observations by the collaborating professional in the field and/or University supervisor. Candidates must earn a C or better in field experience, clinical practice, internship, or practicum. These experiences are often arranged in diverse educational settings in which students from various cultural, socioeconomic, religious, and ability groups are represented.

Placements in all Initial Licensure Programs are made through the Clinical Coordinator's office. Placements are determined by the professional Department of Education staff and faculty. For clinical practice/student teaching geographic consideration is given in regard to distance from home or campus. Candidates may not student teach or complete a field experience in a school where they attended or in a school or district where an immediate family is employed in any capacity. Candidates do not solicit or request a placement from a school on their own.

Internships and Practicum placement decisions differ based on program. Program Directors and Instructors will instruct candidates as to the requirements in that program.

Some programs allow field, clinical, internship or practicum in a school where a candidate is employed but require approval from the program director and school site.

Fingerprint Background Checks

An FBI and Illinois State Police criminal background check is required for work in schools for field experiences, clinical practice, internships, or practicum. Candidates will be required to complete a background check either through an approved Department of Education vendor or through the school district where the candidate has been assigned. As the presence of felonies on the criminal background check can prevent the candidate from obtaining a professional educator license, candidates are encouraged to review state requirements before they begin a licensure program (105 ILCS 5/21-23a). Candidates are required to incur all costs associated with fingerprint background checks.

Enrollment of Undergraduates in Master's Courses

See Undergraduate Students Enrolling in Graduate Courses (https://catalog.lewisu.edu/graduate/general-information/academic-policies/#Undergraduate).

Enrollment of Graduate Candidates in Undergraduate Courses

Undergraduate level courses do not meet degree requirements for graduate level degrees.

Dismissal Policy

A candidate may be dismissed from Department of Education degree and licensure programs for adequate reasons, including, but not limited to: insufficient GPA of below 3.0 for two consecutive semesters for Master's/licensure candidates; insufficient GPA of below 3.0 for Ed.D. students; violations of academic honesty such as plagiarism or cheating; failure to meet the requirements for admittance and progression through a program; unacceptable conduct in conflict with the mission of Lewis University and the Department of Education; failure to meet Department of Education institutional standards and disposition requirements; failure to meet acceptable academic standards related to the teaching profession such as passing the required state licensure tests or acceptable standards for field experience requirements. If a candidate is subject to dismissal, the Program Director sends a recommendation for dismissal in writing to the Department Chair. The Department Chair will review the recommendation and render a decision to the candidate and to the Program Director within two weeks.

A candidate wishing to appeal a dismissal decision should follow the Policies and Procedures for Appealing Other Academic Matters including Dismissal in the General Information section (https://catalog.lewisu.edu/graduate/general-information/) of this catalog.

For information regarding grade appeals, see the Grade Appeal Process (https://catalog.lewisu.edu/graduate/general-information/academic-policies/#Grade) of this catalog.

Comprehensive Examination

- All candidates seeking a master's degree must take the Comprehensive Examination prior to graduation, except in programs where the capstone experience replaces the examination.
- Candidates are eligible to take the Comprehensive Examination after 27 semester hours of coursework have been completed for the M.A. and after 24 hours for the M.Ed.
- The examination is evaluated on a Pass/Fail basis. Candidates will be notified of the results of the examination.
- In the event a candidate fails the examination, one retake will be permitted.

Master's Recognition and Approval Status for Initial Licensure Programs

The teacher education programs at Lewis University are recognized by the Illinois State Board of Education (ISBE) in consultation with the State Educator Preparation and Licensure Board (SEPLB) for approval in the following areas: Initial Licensure Programs:

- Secondary Education - science with designations in biology, chemistry, or physics; social science with designations in history or psychology; English/language arts, and mathematics
- Early Childhood Education
- Elementary Education
- Foreign Language Education

- Middle Level Education with designations in science, English/language arts, social science, and mathematics
- Special Education

Evidence of successful completion of the appropriate State of Illinois test in the content area must be received in the Department of Education at least 30 days prior to the beginning of the student teaching semester in order to be allowed to student teach.

All Lewis University Department of Education preparation programs are subject to amendment by the State Educator Preparation and Licensure Board (SEPLB), the Illinois State Board of Education, and the Illinois State Legislature. Candidates will meet with their academic advisors at least once per semester and will be informed of any changes to program requirements.

Application for Licensure

Under normal circumstances, a candidate who completes a Lewis University approved program is recommended for licensure and/or endorsement by entitlement.

The process of applying for licensure and/or endorsement via entitlement includes the following steps:

1. Complete the requirements of the approved program and/or endorsement. Candidates seeking State of Illinois Licensure are required to pass content area exams in their specific discipline. Information regarding dates and times of the tests, registration, and study guides are available online (https://il.nesinc.com/).
2. Complete the appropriate form available from the CoESS Licensure Officer.
3. After program completion, the Licensure Officer will process the candidate's information through the ELIS system and inform the candidate of steps necessary to complete the process.

Programs

Doctoral

- Educational Leadership for Teaching and Learning / Doctor of Education (Ed.D.) (https://catalog.lewisu.edu/graduate/education-social-sciences/education/educational-leadership-teaching-learning-edd/)

Master

- Curriculum and Instruction: English as a Second Language (ESL) / Master of Education (M.Ed.) (https://catalog.lewisu.edu/graduate/education-social-sciences/education/curriculum-instruction-esl-med/)
- Curriculum and Instruction: Literacy and English Language Learning / Master of Education (M.Ed.) (https://catalog.lewisu.edu/graduate/education-social-sciences/education/curriculum-instruction-literacy-english-language-learning-med/)
- Curriculum and Instruction: Reading Teacher Endorsement / Master of Education (M.Ed.) (https://catalog.lewisu.edu/graduate/education-social-sciences/education/curriculum-instruction-reading-teacher-endorsement-med/)
- Curriculum and Instruction: Technology Learning and Design / Master of Education (M.Ed.) (https://catalog.lewisu.edu/graduate/education-social-sciences/education/curriculum-instruction-technology-learning-design-med/)
- Early Childhood Education / Master of Arts (https://catalog.lewisu.edu/graduate/education-social-sciences/education/early-childhood-education-master-arts/)
- Educational Leadership, Principal Preparation Endorsement / Master of Education (M.Ed.) (https://catalog.lewisu.edu/graduate/education-social-sciences/education/educational-leadership-principal-preparation-endorsement-med/)
- Educational Leadership, Teacher Leader Endorsement / Master of Education (M.Ed.) (https://catalog.lewisu.edu/graduate/education-social-sciences/education/educational-leadership-teacher-leader-endorsement-med/)
- Elementary Education / Master of Arts (https://catalog.lewisu.edu/graduate/education-social-sciences/education/elementary-education-master-arts/)
- Foreign Language Instruction / Master of Arts (https://catalog.lewisu.edu/graduate/education-social-sciences/education/foreign-language-instruction-master-arts/)
- Middle Level Education / Master of Arts (https://catalog.lewisu.edu/graduate/education-social-sciences/education/middle-level-education-master-arts/)
- Reading and Literacy: Reading Specialist / Master of Arts (https://catalog.lewisu.edu/graduate/education-social-sciences/education/reading-literacy-specialist-master-arts/)
- Secondary Education / Master of Arts (https://catalog.lewisu.edu/graduate/education-social-sciences/education/secondary-education-master-arts/)
- Special Education / Master of Arts (https://catalog.lewisu.edu/graduate/education-social-sciences/education/special-education-master-arts/)

Non-Degree

- Computer Science Endorsement without a Degree (https://catalog.lewisu.edu/graduate/education-social-sciences/education/computer-science-endorsement-without-degree/)
- Director of Special Education Endorsement (https://catalog.lewisu.edu/graduate/education-social-sciences/education/director-special-education-endorsement/)
- Early Childhood Education Subsequent Teaching Endorsement: Birth-Grade 2 (https://catalog.lewisu.edu/graduate/education-social-sciences/education/early-childhood-education-subsequent-teaching-endorsement-birth-grade-2/)
- Early Childhood Special Education Letter of Approval (https://catalog.lewisu.edu/graduate/education-social-sciences/education/early-childhood-special-education-letter-approval/)
- Elementary Education Subsequent Teaching Endorsement: Grades 1-6 (https://catalog.lewisu.edu/graduate/education-social-sciences/education/elementary-education-subsequent-teaching-endorsement-grades-1-6/)
- English as a Second Language or ESL-Bilingual Endorsement Only (https://catalog.lewisu.edu/graduate/education-social-sciences/education/esl-bilingual-endorsement/)
- LBSI Endorsement without a Degree (https://catalog.lewisu.edu/graduate/education-social-sciences/education/lbsi-endorsement-without-degree/)
- Principal Preparation Endorsement Only (No Degree) (https://catalog.lewisu.edu/graduate/education-social-sciences/education/principal-preparation-endorsement/)

- Reading Teacher Endorsement without a Degree (https://catalog.lewisu.edu/graduate/education-social-sciences/education/reading-teacher-endorsement-without-degree/)
- Teacher Leader Endorsement Only (https://catalog.lewisu.edu/graduate/education-social-sciences/education/teacher-leader-endorsement/)
- Technology Learning and Design Education: Technology Specialist K-12 Endorsement (https://catalog.lewisu.edu/graduate/education-social-sciences/education/technology-learning-design-education-technology-specialist-k-12-endorsement/)

Courses

Early Childhood Education

ECED 50100 - Observation and Assessment with Infant and Toddler Methods (1)
Experiences in observation and recording of behavior of young children are applied. Candidates will explore screening approaches, assessment techniques and materials for use with young children of all abilities, from birth through age five. Students will gain experience in utilizing formal and informal instruments for assessing young children's social, emotional, cognitive, communication, and motor skills; integrating family concerns, priorities, and resources; understanding the role of school, home, and community learning environments; and employing methods for conducting formative and summative individual and program evaluation. Candidates will complete 25 hours of field experience in early intervention and licensed infant/toddler classroom setting.

ECED 50200 - Field Experience 2: PreK Special Needs Observations (1)
This field experience provides candidates with school-based observation opportunities and educational experiences with students who have disabilities and are receiving special education services within the PreK inclusive classroom. In this field experience, candidates will spend a total of 25 hours over the semester at an assigned early childhood center. During that time, candidates will complete a variety of experiences and assignments designed to deepen and enrich their knowledge of mixed age, inclusive PreK classroom settings.
Corequisite: ECED 51000

ECED 50300 - Field Experience 3: Preprimary ESL Methods Pre-K and K (1)
Candidates complete 75 hours of field experience practice in a Pre-Kindergarten or Kindergarten approved setting serving linguistically diverse students. Guidelines for the field experience are found in the Department of Education Field Experiences Handbook. Candidates meet on campus with their University supervisor to discuss their work in the schools. The mentor teacher and University supervisor conduct performance assessments of the pre-service teacher during this experience.
Prerequisite: ECED 50200 (may be taken concurrently)

ECED 50400 - Field Experience 4: Primary Methods Grades 1-3 (1)
Candidates complete 50 hours of field experience practice in an early childhood setting in grades 1-3. Guidelines for the field experience are found in the Department of Education Field Experiences Handbook. Candidates meet on campus with their University supervisor to discuss their work in the schools. The cooperating teacher and University supervisor conduct performance assessments of the pre-service teacher during this experience.
Prerequisite: ECED 50300 (may be taken concurrently)

ECED 50500 - Observation and Assessment in Early Childhood Inclusive Education (3)
Candidates will explore screening approaches, assessment techniques and materials for use with young children of all abilities. Candidates will gain experience in utilizing formal and informal instruments for assessing young children's social, emotional, cognitive, communication, and motor skills; integrating family concerns, priorities, and resources; understanding the role of school, home, and community learning environments; and employing methods for conducting formative and summative individual and program evaluation. Use of appropriate technology will be integrated. Candidates will complete 25 hours of field experience in early intervention and/or licensed infant/toddler setting.

ECED 50600 - Instructional Methods in Early Childhood Inclusive Education (3)
Candidates will gain experience in developing curricular adaptations and instructional strategies that are interdisciplinary, multicultural, inclusive, family-centered, and developmentally appropriate and address the needs of young children across a range of characteristics and abilities, including emergent bi- and multilingual children and children with developmental delays and disabilities. Candidates will apply teaming models, skills and processes, including appropriate uses of assistive technology. Specific attention is given to effective co-teaching practice including effective communication, collaboration, co-planning and conflict resolution skills. Fostering positive interactions between students with and without disabilities is addressed. Candidates complete 50 hours of field experience in a blended/inclusive Pre-Kindergarten classroom.

ECED 50700 - Early Primary Inclusive Methods with ESL (1)
Candidates will explore methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of children of all abilities and home languages. Candidates will gain experience in developing curricular adaptations and instructional strategies that address the needs of primary students that are interdisciplinary, multicultural, inclusive, family-centered, and developmentally appropriate. Candidates complete 75 hours of field experience in a Kindergarten, 1st or 2nd grade classroom serving emergent bilingual or multilingual children.

ECED 50800 - Health, Safety & Nutrition in Early Childhood (1)
Examines comprehensive practical information related to the physical, social, emotional, and cognitive health of young children. Consideration is given to regulations and procedures applicable to food service and health/safety standards in public and private early childhood programs, as well as organization and operation of licensed child care programs. Emphasis will be given to the importance planning developmentally appropriate environments that implement health and safety practices for children.

ECED 51000 - Introduction to Early Childhood Education (3)
This course focuses on the underlying principles and philosophies of the field of early childhood education. It helps candidates understand the processes and reasoning behind practices in the field. It puts programs, curriculum, and child development into social, cultural, and historical contexts in order for candidates to understand how young children learn. Special emphasis is placed on child development theories of Piaget, Erikson, Vygotsky, Skinner, etc., and significance of family, peers, culture, and school. It examines the role of the teacher as a facilitator of learning by critically examining such issues as reflective teaching, classroom management, equity in education, parental involvement, and professionalism in the field. Multicultural education, issues of poverty, and inclusion of special needs children into the classroom will be presented in depth and integrated into the course content and discussion.

ECED 51500 - Child Growth and Development (3)
This is a specialized course that prepares candidates to understand the physical, social, emotional, and intellectual growth and development of a child's life from prenatal development through pubescence. Special emphasis is given to the growth and development of young children aged birth through eight years. It is designed to serve as a comprehensive introduction to the principles and basic concepts of typical and atypical child growth and development. Emphasis is on helping candidates create an environment for children that will promote optimum development. Experiences such as laboratory observations, job shadowing, or laboratory participation may be included if opportunities are available.

ECED 52000 - Child, Family, Culture and Community (3)
This course is designed to assist candidates in developing the necessary skills to work cooperatively with families and community members. This starts with the understanding that all young children are fully functioning members of a diverse and multicultural school, family and community. Candidates gain insight into family perspectives and experiences by examining the social, economic, legislative and technological impacts on children and families, including families with special needs children. They evaluate existing support services and service delivery models in the school and community with respect to diversity, exceptionality and family health and well being with a particular emphasis on strategies to promote and ensure effective communication, collaboration and consultation between home, school and community.
Prerequisite: ECED 51000 (may be taken concurrently)

ECED 52400 - Foundations of Teaching Reading and Language Arts for P-3 (3)
Candidates focus on developmentally appropriate instructional methods and materials for promoting and teaching reading and literacy in diverse and inclusive early childhood settings. Recent research, philosophical, and theoretical views and issues related to emergent literacy, and quality children's literature are explored. Scientific research-based comprehensive early reading instruction will emphasize the foundations of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Developmental stages of learning to read and write, interactive teaching strategies, and instructional materials, methods, and assessments will be presented. Emphasis will be placed on the development of the knowledge base needed to assist beginning teachers in making data driven decisions regarding their objectives and practices. Updated information on current trends, technology, research, Illinois State Early Childhood Standards, and common core standards will also be emphasized. Classroom reading interventions in accordance with Response to Intervention (RTI) and practice for students at risk of reading failure will be highlighted. The needs of all children including those with high proficiency, and those with special needs based on exceptionalities and/or diversity of language or culture will be embedded throughout the course experiences. Current multi-cultural children's literature will be used in simulated classroom teaching experiences. Field-based experiences will provide opportunities for candidates to connect teaching theory with classroom practice. Candidates will be evaluated on their ability to successfully plan and implement strategies taught in this course.
Prerequisite: ECED 51000 (may be taken concurrently)

ECED 52500 - Curriculum, Organization and Methods for the Creative Arts and Literacy in Early Childhood (3)
Candidates are introduced to developmentally appropriate instructional methods and materials for teaching the creative and expressive arts in diverse and inclusive early childhood settings. Areas such as music, movement, storytelling, creative writing, poetry, and art are considered. Candidates examine procedures for planning, organizing, and interpreting various methodologies and environments for all young children in the pre-primary and primary early childhood classrooms. Experiences in selection and implementation of curricular modifications for exceptional children are also developed.

ECED 52600 - Integrated Methods of Literacy, Social Studies, and the Arts (3)
Candidates are introduced to contextualized instructional methods and materials for creative and expressive arts, music, literacy, and social studies in diverse and inclusive early childhood settings. Students will examine the multiple ways in which children represent their thinking and how to use these representations to refine teaching practices. Students will be acquainted with a wide variety of materials and literature for young children. Candidates will explore home literacies as tools for teaching multiculturally and in expanding views of literacy learning. Candidates will have experiences in selection and implementation of curricular modifications for emergent bi- and multilingual children and children with developmental delays and disabilities.

ECED 53000 - Assessment and Intervention for Classroom Teachers (3)
The history and issues of early childhood assessment are studied. Experiences in observation and recording of behavior of young children are applied. Candidates will critique screening approaches, assessment techniques, and materials for use with atypical and typical young children from birth through third grade. The relationships between naturalistic and authentic assessment and curriculum and instruction in early childhood education will be emphasized. In this course, candidates address specific assessment techniques for use with all young children from birth through third grade, including young children with disabilities. The course emphasizes formal and informal techniques and strategies needed for making data driven decisions regarding individual and group development, diagnosis and placement, learning, curricula, and instructional approaches and modifications appropriate for all young children and their families. Candidates examine specific formal diagnostic instruments and interpret data from case studies, as well as explore considerations unique to the assessment of young children.

ECED 53500 - Beginning Linguistics and Development of Speech and Language in Early Childhood (3)
The dimensions of language acquisition especially as it relates to first and second language acquisition in children from birth through age eight are introduced. Phonetics, phonology, morphology, syntax, semantics, and communicative competence and their implications for teaching all children are considered. An examination and analysis of typical and atypical language patterns and their relationship to cognitive and social development will be included. As a result of demonstrations and observations, candidates familiarize themselves with speech and language screening and diagnostic processes for young children. They also explore a variety of direct and indirect language stimulation techniques and learn how to create an environment that supports language acquisition for all young children. Educational issues related to linguistically diverse children and families will be researched

ECED 53600 - Professional Learning Community 1 (1)
Professional learning community courses facilitate the co-construction of candidate knowledge, skills, and dispositions as pre-service early childhood professionals. Candidates collaboratively work to make meaning of courses and field experiences in the current sequence within the plan of study. Using the NAEYC Code of Ethics and ISBE Culturally Responsive Teaching and Leading Standards, students will explore systems of oppression through the lens of critical pedagogy. PLC I will focus on orientation to the early childhood field, the early childhood program at Lewis. Candidates will develop an understanding of responsive infant/toddler practice as well as their role in planning and implementing curriculum and caregiving techniques.

ECED 53700 - Professional Learning Community in ECE 2 (1)
Professional learning community courses facilitate the co-construction of candidate knowledge, skills, and dispositions as pre-service early childhood professionals. Candidates collaboratively work to make meaning of courses and field experiences in the current sequence within the plan of study. Using the NAEYC Code of Ethics and ISBE Culturally Responsive Teaching and Leading Standards, students will explore ways in which advocacy can better empower diverse students and communities. PLC II will focus on materials and environments in pre-primary settings that center learning around children's experiences and positioning them as co-creators, with emphasis on supporting historically marginalized children.

ECED 53800 - Professional Learning Community in ECE 3 (1)
Professional learning community courses facilitate the co-construction of candidate knowledge, skills, and dispositions as pre-service early childhood professionals. Candidates collaboratively work to make meaning of courses and field experiences in the current sequence within the plan of study. PLC III will focus on the role of the teacher as a professional in leading learning at the primary level, centering learning around children's experiences and positioning them as co-creators, with emphasis on supporting historically marginalized children.

ECED 54000 - Collaboration and Adaptations for Special Needs in General Education Settings (3)
Candidates examine the importance and process of collaboration with family, classroom teachers, para-educators, and other school and community personnel in integrating individuals with disabilities into various social and learning environments. Candidates study the process of examining the learning environment and classroom demands combined with the learning characteristics of the student for the purpose of selection of appropriate strategies and materials. Candidates investigate techniques for modifying instructional methods, curricular materials, and the environment, modification of state and local assessments, as well as use of behavior management plans. Specific attention is given to effective co-teaching practice including effective communication, collaboration, co-planning, and conflict resolution skills. Fostering positive interactions between students with and without disabilities is addressed. Candidates practice collaboration through involvement in collaborative exercises and projects within this course.

ECED 54500 - Scientific Inquiry and Technology in Early Childhood Education (3)
Candidates will examine a network of "big ideas" in the disciplines of science and technology in early childhood settings, birth through 2nd grade in diverse and inclusive early childhood settings. This course provides a constructivist framework for understanding the concepts, habits of mind, and skills central to inquiry-based learning. The goal of the course is to prepare teachers to recognize important concepts and to become effective in facilitating children's emerging understandings and skills in various domains of thinking, as these understandings emerge in daily classroom life. Candidates will learn practical, effective ways to integrate various technology resources throughout their work with young children and families, applying various technology tools and instructional strategies, including assistive technology to support learning across a range of characteristics and abilities, including emergent bi- and multilingual children and children with developmental delays and disabilities.

ECED 54600 - History and Philosophy of Early Childhood Education (3)
Candidates focus on the historical and philosophical aspects of early childhood and special education as related to contemporary society. Candidates study key individuals, movements, and curricula, and apply a multicultural and inclusive approach to the study of both formal and informal education of all young children. Candidates apply theory to practice through field experience included for observation and comparison of various philosophies of education. Advocacy and ethical issues will be analyzed using historical and current information from a variety of sources including the Internet. A personal philosophy of early childhood education will be written.

ECED 55000 - Early Childhood Extended Supervised Field Experience (3)
This course is intended for those candidates who need extended field experiences with the ongoing supervision by University personnel. Length of field experiences will be determined by the Department and is subject to Department Chair approval. Completion of this experience does not guarantee eligibility for clinical practice.

ECED 55600 - Foundations of Teaching Math, Science and Social Studies for P-3 (3)
Candidates focus on the developmentally appropriate instructional methods and materials for teaching mathematics, science, and social studies to all children in early childhood settings. Candidates examine procedures for planning, organizing, and interpreting various methodologies and environments in the pre-primary and primary early childhood classrooms. Additionally, the selection and implementation for curricular modifications for exceptional children are developed. Prerequisite: ECED 51000 (may be taken concurrently)

ECED 55700 - Math Methods in Early Childhood Education (3)
Candidates focus on the developmentally appropriate instructional methods and materials for teaching mathematics to all children in early childhood settings, birth through 2nd grade. Candidates examine procedures for planning, organizing and interpreting various methodologies and environments in the pre-primary and primary early childhood classrooms. These include curricular modifications to support learning across a range of characteristics and abilities, including emergent bi- and multilingual children and children with developmental delays and disabilities.

ECED 56200 - The Reggio Emilia Approach to Early Childhood Education (3)
This course provides an introduction to the historical and philosophical perspective of the municipal schools of Reggio Emilia, Italy. This course is in conjunction with the Professor/Student Study Tour in Reggio Emilia, Italy. The course will focus on the elements of the approach including the following: organizing learning; professional development; the role of the adults, the environment; small groups; materials and symbolic representation. The goal of the course is to prepare future teachers to recognize important concepts and to become effective in facilitating children's emerging understandings and skills in various domains of thinking as these understandings emerge in daily classroom life. The course methods and materials will support learning across a range of characteristics and abilities, including emergent bi- and multilingual children and children with developmental delays and disabilities.

ECED 58100 - Clinical Practice and Seminar: Early Childhood Education (6)
The purpose of this clinical practice experience is to assist the candidates in applying their theoretical and methodological knowledge and skills to the diverse and inclusive early childhood classroom. During clinical practice, candidates engage in a guided, full semester, full-time experience in early childhood classrooms or other settings, under the supervision of a mentor teacher and a university supervisor. . Clinical practice consists of the candidate observing the students, the environment and the mentor teacher, as well as being responsible for the developmentally appropriate instruction of students individually, in small groups and as a whole class. Attendance at Clinical Practice Seminar is required. For those seeking Illinois licensure, evidence of successful completion of the appropriate State of Illinois content area test must be received in the Department of Education. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education committees. For fall student teaching, all tests must be completed by June 1 of the prior semester. For spring student teaching, all tests must be completed by October 1 of the prior semester. See course schedule book for associated fees.

ECED 58200 - Clinical Practice Internship & Seminar: Early Childhood Education (3)
This course is designed for licensed teachers who do not have an approved teaching experience within the P-3 early childhood environment. The purpose of this clinical experience is to assist the candidates in applying their theoretical and methodological knowledge and skills to the diverse and multicultural early childhood classroom. Candidates engage in an 8-week full-time teaching experience in an early childhood classroom, under the cooperation and supervision of a mentor teacher, who is a proven highly qualified mentor with demonstrated ability to increase student learning. A University field supervisor is also assigned to evaluate the candidate and coordinate the experience. Clinical practice consists of the candidate observing the students, the environment and the mentor teacher, as well as being responsible for the developmentally appropriate instruction of students individually, in small groups, and as a whole class. Candidates will engage in a required accompanying Clinical Practice Seminar for 4-weeks which will allow the candidates to collegially focus on the demands, challenges and rewards of student teaching in the early childhood setting. This seminar also serves as a platform for bridging the candidate's University experience to the early childhood profession. Candidates explore continued professional development, promoting positive change in educational contexts, professional organizations and professional advocacy. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education committees. For fall student teaching, all tests must be completed by June 1 of the prior semester. For spring student teaching, all tests must be completed by October 1 of the prior semester. See course schedule book for associated fees.

Educational Leadership

EDLD 50800 - Teacher Leader Seminar (1)
Special emphasis will be on candidate development as a teacher leader professional and/or candidate's implementation of professional development and analysis for teachers.

EDLD 51500 - Teaching English Language Learners in P-12 Schools (3)
This course provides an overview of the identification, assessment, and instructional needs of English language learners at the elementary and secondary levels. The importance of culture in addressing the educational and social needs of immigrant students is explored. Candidates will investigate strategies to assess and teach English language skills to limited English proficient students. Accommodations for content area lessons and assessments to foster the success of all students in a multi-language, multi-ethnic learning community are also included.

EDLD 52200 - Ethical and Moral Foundations of Educational Leadership (3)
This course examines the roles of educational leaders as they express and impact the values of the communities of learners served by the school systems. The core of the course is the social contract between the school and the public. Ethical dilemmas are presented for critique and analysis. Applications are made to the realities of the educational and governmental entities.

EDLD 53100 - Classroom Management for School Counselors (3)
This course will focus on various issues of teaching and learning and the process of transforming subject matter knowledge into teaching materials and instructional strategies for secondary and middle school classrooms. Stressing the needs of secondary school students, particularly considering them as learners and knowers as well as members of communities, this course will give participants experiences and practice in the design and development of lesson plans and various instructional methodologies. This course offers candidates the opportunity to develop skills in several aspects of the classroom discipline: teaching strategies, learning styles, evaluation of students, and current secondary school trends.

EDLD 53800 - Critical Issues in School Law for Educational Leaders (3)
School law provides an overview and analysis of selected general legal principles, case and statutory law, and policy making agencies affecting the legal operation of the school. Course content is designed for the critical and practical application of school law for the educator who will be leading and managing the human enterprise of schooling.

EDLD 54000 - Collaboration and Communication in Education (3)
This course will explore processes and strategies for incorporating collaboration in schools and communities, as well as various aspects of communication and how it functions formally and informally in the educational environment. This course will also provide opportunities for participants to investigate communication skills in interpersonal, group, and public contexts, as well as how to effectively communicate with the media.

EDLD 54100 - Culture of Schools and School Communities (3)
The exploration and examination of schools and school communities as complex and diverse sociocultural entities will serve as the foundation of this course. Candidates will integrate theoretical and practical implications of schools and school communities with fieldwork to better understand their role as educational leaders.

EDLD 54600 - Historical Foundations of American Education (3)
This course covers the development in educational institutions in America from colonial times to the present. Emphasis is placed on the social and cultural context in which educational institutions arose to meet the needs of society. Trends are examined in the growth of systems of organization, curriculum, methodology, and legal and financial supports.

EDLD 54800 - Organizational Systems in Educational Leadership (3)
This course explores the organizational systems in public and private educational institutions. School culture, communication structures, theoretical basis for practice and transformation, and state and federal mandates are emphasized. The functions of organizations are examined through a critical lens in order to raise questions regarding power and implications for social justice, equity, and meeting the needs of a diverse population.

EDLD 55600 - Instructional Strategies for School Improvement (3)
This course explores methodologies for the design and implementation of classroom practices that meet the needs of diverse learners and lead to an improved educational environment. Candidates study a variety of instructional strategies and various methods of assessing student performance. Candidates will also learn how to evaluate classroom practices, curriculum, and assessment tools as they relate to learning standards.

EDLD 55700 - Curriculum, Instruction and Assessment for School Improvement (3)
This course is designed to be a comprehensive study of the process of curriculum development that leads to relevant instruction and assessment of student learning in diverse settings. It is an introduction to the nature of curriculum leadership as it relates to school improvement, instruction, technology and transformational practice. Theoretical bases and historical perspectives are presented in terms of transmission of cultural values, power, status and societal norms.

EDLD 55800 - School Finance (3)
This course examines the fiscal basis of American schools. The local, state and federal sources of funding public schools are studied. Candidates will be involved in a critical analysis of resource allocation for schools to better understand the political underpinnings of school funding. Candidates will investigate the areas of adequacy and equity and explore ways to address these issues.

EDLD 55900 - Social and Political Aspects of Curriculum and Instruction (3)
Candidates will examine equality and equity issues within various curriculum and pedagogical theories. An exploration of contemporary issues in curriculum design and instructional practice with a focus on community will be included.

EDLD 57000 - Special Education Finance (1)
This course is designed to acquaint the pre-service Special Education administrator and pupil personnel staff administrator with the Federal and State of Illinois laws, court decisions, and compliance mandates regarding the financing of Special Education Services in the Illinois public school system. The candidate will be exposed to the various funding sources available to provide Special Education Services and the mandates for applying for these funds. The candidate will be provided "hands on" experiences in preparing Special Education IDEA grants and also forms of applications including private and residential placements, Illinois Care Grants, transportation, and the use of RTI discretionary funds.

EDLD 57400 - Assessment of Diverse Populations (3)
This course will examine the historical, sociopolitical, and legal implications of the impact of assessment practices for students with diverse and unique learning needs, including second language learners and those with identified disabilities. Participants will explore and critique the current uses of high stakes testing through the lens of equitable and just educational practice in order to develop a thoroughly well-researched philosophical position on assessment of diverse learners.

EDLD 57500 - Practical Research for Learning Communities (3)
This course provides an overview of principles of research and the history and practice of research in educational settings as a tool for leadership and change. The candidate selects a topic that addresses an issue or concern affecting the learning community or education professional. Through examination, participation, and application, the graduate candidate will develop a research proposal project that will reflect his or her understanding of how research can be applied in school settings for improvement of educational practices and processes.

EDLD 57600 - Multicultural Foundations for Educators and Counselors (3)
This course explores various paradigms in multiculturalism with an emphasis on critical multiculturalism. Critical multiculturalism links multiculturalism education with wider issues of power, including socioeconomic and political quality. Minority groups in contemporary society are studied and include an examination of issues related to race, class, ethnicity, sexual orientation, ability, age, language, gender, and religion.

EDLD 57700 - Supervision for Professional Development (3)
This course focuses on the transformative role of the principal who is charged with the responsibility of improving teaching and increasing student achievement through effective and continuous professional development. It explores leadership and supervisory behavior that promotes social justice and fosters a culture of empowerment and collaboration. Formative and summative evaluation will be explored in both clinical and differentiated settings. The teacher evaluation process, as defined by Illinois Statute will be addressed.

EDLD 58000 - Critical Transformative Leadership (3)
Critical Transformative Leadership addresses the meaning and purpose of leadership in schools and communities. There is an urgent need for school leaders to not only learn about the needs and inequities in schools, but to also engage a critical theoretical lens to guide their practice. Principal and teacher leaders are critically important in establishing an ethic of care given the complexity fo the current state of educations and schooling. The course will examine the context of leadership in schools and communities, engage broad understandings of leadership, and explore ways to navigate the challenges inherent in the practice.

EDLD 58100 - Supervision and Administration of Special Education (3)
The creation and administration of systems of support for educational programs that serve unique learners at the local, state, and federal levels is reviewed. Emphasis is given to laws, mandates, policies, and procedure. In addition, collaboration with general education, professional development, fiscal management, and legal implications are considered.

EDLD 58600 - Principles of Counseling Guidance, Supervisory and Special Education Personnel (3)
This course is a survey course intended to be of value to candidates wishing to explore practical applications of selected principles and theories from the areas of education, psychology, and the behavioral sciences to the field of counseling. The course covers significant aspects of group counseling, rehabilitation counseling, family counseling, counseling over a life span, crisis intervention counseling, cross-cultural counseling, personal counseling, and community counseling. Emphasis, however, is given to the counseling processes that are directly related to special education roles.

EDLD 58700 - Teacher Leader Internship (3)
Through the examination of current research in teaching, learning and leadership, candidates will apply research-based solutions to current issues within their school, district and/or school community.

EDLD 58800 - Internship 1 (3)
The principal internship classes (EDLD 58800/EDLD 58900) are designed to provide a pre-endorsement clinical experience that gives an opportunity for the candidate, as a future administrator, to exercise the knowledge, skill, and attitudes engendered in program courses, in a field-based setting. The candidate will participate in leadership experiences in preK-12 school settings. The internship provides the candidate with a standards-based, data-driven leadership, participation, and observation experience in leadership activities in school administration under the guidance of an experienced internship mentor and University faculty supervisor. These activities will include, but not be limited to, school improvement planning, hiring of staff, and supervision and evaluation of instructional personnel. The candidate will also garner a variety of leadership experiences in instructional leadership for literacy and numeracy improvement and the specific areas of ESL, special education, and gifted programming at the preK-12 levels. The candidate will also be involved in leadership experiences in the areas of technology and bullying prevention programming.

EDLD 58900 - Internship 2 (3)
The principal internship classes (EDLD 58800/EDLD 58900) are designed to provide a pre-endorsement clinical experience that gives an opportunity for the candidate, as a future administrator, to exercise the knowledge, skill, and attitudes engendered in program courses, in a field-based setting. The candidate will participate in leadership experiences in preK-12 school settings. The internship provides the candidate with a standards-based, data-driven leadership, participation, and observation experience in leadership activities in school administration under the guidance of an experienced internship mentor and University faculty supervisor. These activities will include, but not be limited to, school improvement planning, hiring of staff, and supervision and evaluation of instructional personnel. The candidate will also garner a variety of leadership experiences in instructional leadership for literacy and numeracy improvement and the specific areas of ESL, special education, and gifted programming at the preK-12 levels. The candidate will also be involved in leadership experiences in the areas of technology and bullying prevention programming.

EDLD 59700 - Independent Study (1-3)
This course is a study or project done under the direction of a member of the Department of Educational Leadership.

EDLD 71000 - Philosophical Foundations (3)
One of Simon Blackburn's (1999) three arguments for why philosophy is important is that the act of reflection or its absence impacts human action. This certainly applies to a wide variety of vocational spaces within the field of education. This course pursues the reflection-practice connection through a study of classical (e.g., Plato, Aristotle, Locke, Rousseau, Dewey) and contemporary (e.g., Nel Noddings, Maxine Greene, Jane Roland Martin, Richard Rorty) readings in philosophy of education.

EDLD 71200 - Theories of Critical Transformative Leadership (3)
This course will establish a critical theoretical orientation to leadership and develop an understanding of the politicized nature of leadership. An activist stance toward leadership will be examined by exploring human rights as a way of life and how leaders come to demonstrate their social, moral and political agency as they resist the status quo and promote equity and social justice.

EDLD 71500 - Foundations of Educational Inquiry (3)
The aim of this course is to familiarize students with the major theoretical traditions in social science and to develop an appreciation of the diverse forms of knowledge included within social science. The course will introduce students to the major epistemological stances and theoretical perspectives that shape current social research as well as the philosophical origins of these schools of inquiry.

EDLD 72200 - Ethical and Moral Studies in Education (3)
Following Bernard Williams' (1985) distinction between ethics and morality in Ethics and the Limits of Philosophy, this course examines the social aspects of leadership in moral terms using major writers in the tradition of political philosophy. Students will examine the philosophical texts that argue for and question social justice as an orientation in education leadership. This course aims to ground a critical approach to educational leadership in philosophical texts.

EDLD 72300 - Cultural Foundations of Education (3)
Building on, yet going beyond typical discourses in diversity and education, this course examines a variety of theoretical schools of thought for the purpose of deepening understandings of cultural difference. These understandings will then be applied to the educative process in an effort to address marginalization and oppression.

EDLD 72500 - Conceptualizing and Designing Research (3)
This course is designed to assist students in formulating, reformulating and pursuing their own theoretically informed research. Students will explore relevant bodies of literature that will inform their research, begin to navigate the process of crafting their inquiry and clearly articulate ways in which their proposed research will serve social justice.

EDLD 73100 - Critical Pedagogy and Assessment (3)
This course is built on the belief that both pedagogy and assessment should be used as tools of liberation. Following Peter McLaren, Joe Kincheloe and Paulo Freire (among others), it uncovers ways in which both pedagogy and assessment are complicit in the oppression of some groups and individuals and then examines approaches for teaching and learning that enables students to both navigate and challenge social realities.

EDLD 73500 - Introduction to Qualitative and Quantitative Research (3)
This course is designed to build a theoretical underpinning for critical qualitative research, which will include examining what is meant by critical epistemology. As this theoretical base is built, students will also begin to examine and put into practice the tasks of critical qualitative research.

EDLD 73700 - Curriculum Theory (3)
This course examines social and philosophical foundations of curriculum. It takes the position that curriculum as what students learn, and the decisions made to determine it, are never neutral, and thus must be considered from the values and beliefs that make curricular programs rational. This course assumes a strong knowledge of the historical aspects of curriculum but seeks to understand the function of curriculum theoretically.

EDLD 73800 - Critical Perspectives in School Law (3)
In this course, students will deepen their understanding of current school laws and legal issues. Critical legal theory will also be explored which asserts the law is a collection of beliefs and prejudices that legitimize the injustices of society.

EDLD 74300 - Topics in Globalization and Education (3)
This course attempts to critically examine globalization and its confluence with education from a Lasallian perspective. It considers the connection between globalization and education at a general level to begin with, then moves to particular considerations within this confluence including popular culture, technology, postcolonialism, language and "marketization" (Apple, 2005).

EDLD 74500 - Program Evaluation (3)
This course is fundamentally a search for, and claim about, quality and can not be a value-neutral process. This course will approach program evaluation as a tool for social change where the values of social justice, equity and emancipation are promoted. Students will study democratic, participatory and critical theories of evaluation and explore the ethical dimensions of this work.

EDLD 74600 - Theories of Institutional Transformation (3)
For more than three decades, the field of educational leadership has focused a great deal of attention on the problem of educational change, why teachers resist change and why it is difficult to diffuse innovations and "scale up" reforms beyond pilot projects. This course will take a different approach where students will examine current educational reforms in relation to the crisis of American democracy, develop a critical perspective on educational leadership and educational transformation and discuss what it takes to change the persistent patterns of differences in success among students grouped by race, ethnicity, culture, neighborhood, income of parents or home language.

EDLD 74700 - Organizational Theory (3)
In this course students examine schools as institutions from an organizational perspective. It surveys the field of organizational theory that has largely developed in business in order to better understand how schools function the way they do by turning to studies in business about organizational structure and culture. Students will develop the tools to look at organizational behavior from a variety of perspectives, which will provide a basis for understanding the status quo of any organization and the dynamics for change.

EDLD 75700 - Policy Studies in Education (3)
This course aims to make students familiar with the issues in policy studies and the literature that has developed to address those issues. In so doing, this course also aims to provide students with analytical tools for critically evaluating policy. Specifically, the course will examine the ways in which schools intersect with the state and how interest groups and politics affect that intersection.

EDLD 76000 - History of American Education (3)
This course traces the development of schooling in the U.S. from the Common School Movement and its antecedents to the present. It focuses diachronically on the dominant discourse that has provided the structure of thought for conceiving education, as well as for historically and socially locating those at the margins of that discourse. Major movements and trends in education will therefore be considered in their social, economic and cultural contexts as a way to understand their history.

EDLD 76500 - Advanced Inquiry and Dissertation Research (3)
This course examines a variety of quantitative research designs and data collection and statistical analysis procedures appropriate to each.

EDLD 77500 - Dissertation Seminar (3)
This course will support students in preparing, writing and defending their dissertation proposal.

EDLD 78500 - Dissertation (3)
Students will be supported by their Dissertation Director and committee during the year they are working on their dissertation. Course to be repeated for a total of six hours.

EDLD 79500 - Dissertation Supervision (1)
Students will be supported by their Dissertation Director and committee if their dissertation is not completed one year after the completion of their coursework. Students must enroll every semester until requirements for the Ed.D. are met.

Elementary Education

ELED 50000 - Educational Psychology (3)
This course introduces candidates to the field of educational psychology and its application to the classroom for children in grades 1-6. Content covers theories of learning, motivation, personality, growth, development and intelligence, including the impact of cognitive, emotional, physical and sensory disabilities on learning. An emphasis on professional reflection, collaboration and communication encourages candidates to actively apply theoretical information to a variety of learning situations.

ELED 50100 - Field Experience 1: Classroom Management (1)
This course is designed to give candidates a broad overview of classroom management, including theories and applications for creating classroom environments that are conducive to learning in order to provide equitable learning outcomes for all students. Candidates will explore various aspects of classroom management including classroom structure and routines, working with individual differences of students, and strategies for effective student engagement. Candidates will complete a minimum of 50 hours of field experience in an elementary or middle school where they will have experience with managing a classroom. The cooperating teacher and University supervisor conduct performance assessments of the candidate during this experience.
Prerequisite: ELED 51100 and SPED 55700

ELED 50200 - Field Experience 2: Diversity in Education (1)
This course is designed to give candidates a broad overview of the needs of diverse learners with a focus on applications of instructional practices for struggling learners, special needs students, English language learners (ELL), and high proficiency the investigation of modes of instruction, curricula, and forms of assessment. Multicultural issues and theories and practices to differentiate instruction to respond to diverse learners' needs are discussed and practiced. Candidates will complete a 3-week field experience in an elementary 1-6 classroom.
Prerequisite: ELED 50100

ELED 51100 - Foundations of Teaching all Learners (3)
This course is an integrated approach to introducing teacher candidates to foundational concepts in planning and delivery of instruction, stages of human growth and learning with focus on the elementary years. The course is focused on a perspective on planning, learning, and problem solving appropriate for the developmental level of the child; understanding behavioral and cognitive theories of learning; developing a knowledge of group dynamics and understanding instructionally focused approaches to classroom management including essential components of effective planning, teaching, and assessment; review, analysis, and synthesis of theories of motivation, growth and development, intelligence, and the impact of cognitive, emotional, physical, and sensory disabilities on learning; Emphasis on professional dialogue and collaboration that encourage candidates to actively apply theoretical information to a variety of learning situations; Discussion of teaching strategies, child development and the application of theoretical knowledge in instruction will be emphasized, practiced, and assessed. Candidates will learn evidence-based methods of creating, modifying, and assessing curricular content, process, and product to meet the needs of diverse learners (E.g., English language learners, struggling students, and gifted and highly proficient students) while providing access to the core curriculum.

ELED 52400 - Early Reading and Writing Foundations (3)
This course addresses theory- and research-based practices for developing disciplinary literacy and implementing effective reading and language arts instruction across the content areas. Of particular emphasis is the role of reading, writing, listening, speaking and visual representation in student learning across the curriculum. Effective practices for teaching and supporting student writing, reading comprehension, and verbal and visual expression and interpretation will be explored with a wide range of informational texts and media.
Prerequisite: ELED 51100

ELED 52800 - Reading and Writing in the Content Areas (3)
This course examines the theories and practices appropriate for research-based reading and language arts instruction and assessment at the intermediate and middle school levels and is based on the findings of the National Reading Panel. Common Core learning and applying scientifically-based reading theories as a foundation for sound instruction and assessment decisions that will result in all students achieving proficiency with both reading and writing across all the disciplines is emphasized. Strategies for developing fluency, expanding vocabulary and comprehension such that students in the middle and upper grades can effectively construct meaning across genres and content areas are modeled and practiced. Effective reading and writing instructional strategies are based on data-driven assessments, including those that address the specific needs of second language learners, high proficiency and struggling readers (including Response to Intervention [RTI] strategies) are modeled and practiced.
Prerequisite: ELED 52400

ELED 53000 - Classroom Assessment and Intervention (3)
This course is designed for classroom teachers to develop multi-layered conceptual and technical skills in classroom assessment in order to fairly evaluate student learning to promote the highest level of achievement. Candidates will be trained to respond to the mandated implementation of Response to Intervention (RTI) procedures to provide high quality instruction and interventions matched to student need, monitoring progress in order to make decisions about changes in instruction and applying child response data to important educational decisions. The focus of this course will be on assessment and analysis of data for instructional programming, and the accompanying implications for appropriate teaching adjustments and interventions for learning. Understandings and skills include: developing and using a variety of classroom assessments (formative and summative), standardized educational testing, basic psychometric statistics; progress monitoring; grading; communicating assessment information; testing ethics; locating and evaluating assessment measures; analysis of accompanying publishers' tests and assessments used for educational policy decisions. Candidates will demonstrate evidence of their understandings and skills by designing, implementing and evaluating informal and formal assessments and intervention strategies before, during and after learning.

ELED 54000 - Methods and Content of Teaching Science, Health and Movement (3)
This course prepares the candidate to design and implement age appropriate inquiry lessons to teach the fundamental concepts in life, physical, earth, and space sciences as well as physical development and health. NSES and Illinois State Standards are used, along with those of ACEI, to design a program that builds upon the candidate's relevant background knowledge, awareness of current achievement issues and knowledge of the disparate needs of all learners including English language learners, struggling learners and already proficient learners. Methods of differentiating instruction, using technology and developing assessment strategies to meet the individual needs of students are embedded throughout the course. It is recommended that this course be taken concurrently with a field experience course. Candidates will be evaluated on their ability to successfully plan and implement strategies taught in this course.

ELED 55000 - Elementary Education Extended Field Experience (1)
This course is intended for those candidates who need extended field experiences with the ongoing supervision by University personnel. Length of field experiences will be determined by the Department and is subject to Department Chair approval. Completion of this experience does not guarantee eligibility for student teaching.

ELED 55200 - Methods and Content of Teaching Mathematics (3)
This course focuses on the development of mathematics methods and research-based instructional strategies for elementary students incorporating the NCTM and common core standards. The course emphasizes the teaching of numbers and operations, probability, data analysis, algebra, geometry and measurement as well as mathematical concepts and problem solving. Methods of differentiating instruction and assessment to meet the needs of all students including ELL, struggling learners and proficient learners are included. The candidate will learn how to create, use mathematics manipulatives, literature books and technology to teach these concepts. Candidates will be evaluated on their ability to successfully plan and implement strategies taught in this course. Field based experiences will provide opportunities for candidates to connect teaching theory with classroom practice.

ELED 55400 - Methods and Content of Teaching Social Studies (2)
This course focuses on research-based instructional strategies, technology, resources, national (NCSS) curriculum standards, Illinois State Standards and common core standards. The emphasis of this course is on understanding and using the interrelationships among history, geography, economics, politics, sociology, anthropology, psychology and archeology to develop in students an appreciation and responsibility toward citizenship, multiculturalism and a democratic society. In addition, this course includes planning and organizing for instruction, material selection and evaluation in social studies and multicultural education. Methods of differentiating instruction and assessment to meet the individual needs of all students including ELL, highly proficient and special needs students will be modeled and practiced. Middle school curriculum will be a primary focus including reading in the content area which is emphasized in the common core standards. Candidates will be evaluated on their ability to successfully plan and implement strategies taught in this course.

ELED 56600 - Project Wild (1)
This course is designed to introduce participants to the Project Wild educational program. They will have opportunities to learn about the background format of the project, examine the philosophy and curriculum materials, and participate in: 1. Hands on activities for the classroom, schoolyard, and community 2. Discussion of values and ethical dilemmas 3. Simulation games 4. Role playing 5. Guided imagery
Attributes: Workshop/Seminar

ELED 56700 - Project Learning Tree (1)
This course is designed to introduce participants to the Project Learning Tree educational program. They will have opportunities to learn about the background format of the project, examine the philosophy and curriculum materials, and participate in: 1. Hands on activities for the classroom, schoolyard, and community 2. Discussion of values and ethical dilemmas 3. Simulation games 4. Role playing 5. Guided imagery
Attributes: Workshop/Seminar

ELED 57300 - Graduate Endorsement Field (1)
This field experience course is designed for candidates to engage a research-based theory of an elementary classroom for creating classroom environments conducive to learning and that provide equitable access to learning outcomes for all students. During this experience, candidates will be supervised and assessed by the mentor teacher and the University supervisor so that candidates may exhibit their abilities to plan, teach and assess lessons that meet the needs of all learners both academically and behaviorally.

ELED 58100 - Clinical Practice and Seminar: Elementary (6)
The purpose of this clinical practice experience is to assist the candidates in applying their theoretical and methodological knowledge and skills to the diverse and inclusive elementary classroom. During clinical practice, candidates engage in a guided, 16-week full-time experience in elementary classroom (grade 1-6 setting) under the cooperation and supervision of mentor teachers and a University supervisor. Clinical practice consists of the candidate observing the students, the environment and the mentor teacher, as well as being responsible for the developmentally appropriate instruction and assessment of students individually, in small groups and as a whole class. Attendance at Clinical Practice Seminar is required. Evidence of successful completion of the appropriate State of Illinois content area test must be received in the Department of Education by October 1st for spring student teaching and May 1st for fall student teaching. See course schedule book for associated fees. Prerequisites 3.00 GPA; Admission to clinical practice; all required content, methods and filed experience course work completed. Candidate must be approved by program director.

ELED 58200 - Clinical Practice Internship & Seminar: Elementary Education (6)
The purpose of this clinical practice experience is to provide temporary or currently licensed teachers, with the opportunity to apply their theoretical and methodological knowledge and skills in a new licensure area to the diverse and inclusive classroom. During clinical practice, candidates engage in a guided, 8-week full-time experience in an elementary classroom (grade 1-6 setting) under the cooperation and supervision of mentor teachers and a University supervisor. Clinical practice consists of the candidate observing the students, the environment and the mentor teacher, as well as being responsible for the developmentally appropriate instruction and assessment of students individually, in small groups and as a whole class. Attendance at Clinical Practice Seminar is required. For those seeking additional Illinois licensure, evidence of successful completion of the appropriate State of Illinois content area test must be received in the Department of Education by October 1st for spring student teaching and May 1st for fall student teaching. Enrollment in this course requires the signature of the advisor and appropriate program director. See course schedule book for associated fees. Prerequisites 3.0 GPA; Admission to clinical practice; all required content, methods and field experience course work completed. Candidate must be approved by program director.

Reading and Literacy

RDLT 50400 - Technology in the Reading and Writing Program (1)
This course will focus on ways in which teachers can use technology to promote reading and writing strategies in today's classrooms. Particular emphasis will be placed on the role of the reading professional in supporting and leading school efforts to select, evaluate and use technologies and online materials with all students and to make adaptations for those who struggle or English language learners. The changing role of technology in literacy instruction and assessment will be examined, with a critical stance toward the variety and use of technology resources. In addition, the course will provide candidates with an opportunity to interact with technology resources that can provide evidenced-based, authentic literacy instruction.

RDLT 50700 - Literacy for Other School Personnel (1)
This course will focus on essential aspects of literacy education in the P-12 schools, including what school personnel need to know about current practices in literacy instruction, assessment and intervention. Particular emphasis will be placed on methods for developing student reading comprehension and addressing reading across the content disciplines. Candidates will gain an understanding of literacy acquisition, the language of disciplinary (content area) literacy, the role of affect and motivation in literacy learning and the issues involved in helping students comprehend text for success in school and preparation for college and career.

RDLT 50900 - Child and Adolescent Literature (3)
This course focuses on the critical evaluation and use of literature and alternative texts appropriate for P-12 learners. Emphasis will be placed on the selection of texts from traditional print, digital, and online resources that represent a broad range of levels, interest and cultural and linguistic diversity. Candidates will explore use of such materials to engage and motivate learners in a comprehensive literacy program.

RDLT 51100 - Foundations of Reading Instruction for a Diverse Classroom (3)
This course examines the theoretical and historical foundations of reading. Course content will address the importance of applying current research and theory to teaching methods, materials, assessment and classroom organization for reading instruction. Candidates will also develop an understanding of the ways in which student diversity influences reading and writing development from preschool through high school.

RDLT 51300 - Content Area Literacy for School Leaders (1)
This course will focus on the role of content area literacy on student learning. Particular emphasis will be placed on the issues involved in helping students comprehend text for success in school and preparation for college and career. Candidates will explore methods and materials for addressing the reading strengths and needs of students across the content disciplines. Candidates will gain an understanding of the language of disciplinary (content area) literacy, the impact of language and literacy development on a student's motivation for and efficacy in content learning and the ways school leaders can support student learning and school staff across disciplines.

RDLT 51500 - Methods of Teaching Literacy for School Leaders (1)
This course will focus on theories and methods of literacy education in the P-12 schools, including what school leaders need to know about current practices in literacy instruction, assessment and intervention. Particular emphasis will be placed on methods for developing student reading comprehension for success in school and preparation for college and career. Candidates will gain an understanding of the interaction of language development, literacy and learning. Candidates will become familiar with varied assessments and instructional approaches and the use of these to address the needs of each student, as well as recognize the role of the reader's background experiences, affect and motivation in literacy learning. Administrators and teachers will explore their roles as members of a collaborative team with a common purpose to create a supportive environment for literacy learning.

RDLT 51800 - Effective Assessment of Reading (3)
This course focuses on the use of assessment for informing and improving instruction in literacy for all learners. Emphasis will be placed on the diverse factors that are involved in literacy development and the complexities of appropriately assessing student literacy learning, including the implications of cultural issues. The course will also explore considerations for the selection, administration and interpretation of a wide range of assessment tools and practices, including current formal and informal diagnostic instruments. Case studies will be used to examine ethical use of literacy assessments and the use of literacy assessment information for instructional and policy decision-making.

RDLT 51900 - An Integrated Approach to Using Childrens and Young Adult Literature (3)
In today's rapidly diversifying schools, it becomes increasingly important for students to see themselves represented in the literacy curriculum. In light of this diversity and our changing world, issues of equity and social justice are particularly salient in education today. This course focuses on writing and the critical evaluation and use of literature and alternative texts for P-12 learners as part of a balanced literacy curriculum. A broad range of texts, covering a variety of formats, topics, levels and issues will be explored. Candidates will learn how to evaluate and use texts for a number of purposes-to engage and motivate diverse learners, to address relevant and timely global issues and as a writing resource. There will be a particular focus on critical literacy. Candidates will also learn how to organize for writing instruction and ways to teach writing both embedded in literature and as discrete activities, blending writing strategies, language skills and genre structures.

RDLT 52300 - Foundations and Methods of Teaching Content Area Reading and Intermediate-Adolescent Literacy (3)
This course addresses the foundations, theories, materials and practical applications of strategies applicable to reading instruction in grades 4-12 and the content area fields. Emphasis is on functional techniques for improving student reading performance in the upper grades and incorporating reading instructional approaches into subject matter instruction. This course has a 10-hour field work (clinical) component that requires a candidate to reflect upon strategy use in the classroom, to administer and report on an intermediate to secondary student assessment and to observe and interview a teacher at the intermediate to secondary level.

RDLT 52400 - Foundations and Methods of Teaching Developmental Reading and Early Literacy (3)
This course will examine the theoretical and historical foundations of reading and writing. Content will also address teaching methods, materials, assessments and organization for reading and writing for the emergent and beginning reader. The importance of converting current research and theory to instructional practice is also addressed. This course has a 10-hour field work (clinical) component that requires a candidate to administer and report the results of reading assessments and to observe and interview teachers of reading at the preschool and primary levels.

RDLT 52700 - Teaching Reading to the Diverse Learner (3)
The course addresses reading instruction for students with diverse learning needs in our schools. Candidates will develop an understanding of the ways in which diversity influences the reading and writing development of all students and will examine differentiated instructional strategies and materials to support students, especially those that struggle with reading and writing. This course has a 10 hour field work (clinical) component that requires a candidate to observe and reflect on reading instruction in classrooms with differentiated instruction.

RDLT 52800 - Clinical Diagnosis and Remediation of Reading Problems (3)
This course investigates the causes of reading difficulties and explores procedures for assessing and remediating those difficulties. Examination and administration of current assessment instruments is included. Remediation strategies and materials are discussed and demonstrated. This course has a 10-hour field work (clinical) component that requires a candidate to administer current assessment instruments to a student and summarize the results in a case report.

RDLT 52900 - Methods and Practicum in Reading Diagnosis and Remediation (3)
This course is a practicum utilizing a case study technique in the diagnosis of reading problems, including a collaborative seminar approach to data analysis and interpretation, and selection of interventions. The candidate will select, administer and interpret appropriate formal and informal testing instruments and prepare case reports, which include diagnostic results and recommendations for addressing student strengths and needs through intervention plans. Particular focus will be placed on the analysis of assessment results and supporting teachers and parents in using the results to plan effective instruction, especially for those who struggle with reading and writing, and emphasis will be placed on communicating assessment results to a variety of audiences. A minimum of 20 clinical hours will involve the intensive assessment of students at both elementary and secondary levels, interpretation and analysis of assessment results and the crafting of case reports.

RDLT 53300 - Strategic Comprehension Instruction and Practicum for the Reading Teacher (3)
This course addresses the development of techniques and strategies appropriate for individual and group reading instruction. Organizing for classroom instruction, including collaborating with other professionals and paraprofessionals will be examined. Candidates will have the opportunity to coach colleagues through the modeling of effective instruction. Focus is on designing and implementing reading/thinking strategies to assist students in the construction of meaning and comprehension of written language. The 25-hour field work (instructional practicum) allows candidates an opportunity to assess and develop instructional plans and provide supportive instruction for a student.

RDLT 53400 - Teaching Writing in the Literacy Program (2)
This course will examine writing in a balanced literacy curriculum. Candidates will learn how to organize for writing instruction and provide in-depth writing instruction for all students and especially for those who struggle. Content will focus on management strategies, as well as mini-lessons, that blend writing strategies, language skills and genre structures in the school curriculum.

RDLT 53600 - Theory and Practice for Intervention and Remediation of Reading (3)
This course investigates developmental and remedial reading instruction, with particular focus on theories that impact literacy instruction and designing appropriate instruction to address the characteristics of struggling readers. It includes the critical examination of materials and resources to support struggling readers and supporting educators in implementing evidence-based instructional approaches. The course emphasizes using a critical stance toward the scholarship, literature and research in the field as these influence instructional decisions. A variety of instructional materials, including traditional print, non-print and online resources are evaluated with an emphasis on meeting the needs of all learners, particularly those struggling to read and write, and English language learners.

RDLT 53700 - Linguistics for the Teacher of English Language Learners (3)
The dimensions of language acquisition especially as it relates to first and second language acquisition are introduced. Phonetics, phonology, morphology, syntax, semantics and communicative competence and their implications for ESL and bilingual teachers are addressed.

RDLT 53800 - Assessment and Diagnosis of Reading Problems (3)
This course investigates the causes and definition/identification/ characteristics of reading problems and explores procedures and assessment instruments appropriate for diagnosis of all readers' strengths and areas of need. Of particular focus is a comparison and evaluation of a wide range of assessment tools and practices, including current formal and informal diagnostic instruments, and the purposes and use of such tools in planning and evaluating reading instruction. This course provides experience with hands-on administration and interpretation of reading assessment tools and practices and the analysis of data from multiple sources. Clinical hours incorporate the administration of diagnostic instruments and the completion of a case report that synthesizes information into a comprehensive profile of a reader.

RDLT 53900 - Assessment of Literacy and English Language Learning (3)
This course focuses on the selection, administration and interpretation of a wide range of assessment tools and practices, including current formal and informal diagnostic instruments and the use of such tools in planning and evaluating instruction. Special attention is given to those instruments designed to evaluate language proficiency and academic achievement in bilingual and English language learners, as well as those instruments appropriate for the diagnosis of all readers. Candidates will be able to support teachers in the selection, use and interpretation of such tools, especially considering characteristics of English language learners. Fairness and equity in test selection, administration and interpretation are addressed. This course provides experience with hands-on administration and interpretation of reading assessment tools and practices and the analysis of data from multiple sources. Field experience (clinical) hours incorporate the administration of diagnostic instruments and the completion of a case report that synthesizes information into a comprehensive profile of a reader.

RDLT 54200 - Cross-Cultural Studies in Literacy and English Language Learning (3)
The impact of culture on society and the educational system, a teacher's personal experiences, and the importance of culture in addressing the educational and social needs of immigrant students and English language learners (ELLs), are examined. The dual processes of acculturation and cultural conflict are explored, as they relate to learning norms, academic and behavioral expectations. Culturally relevant literature and reading strategies for diverse learners are considered. Participants will develop strategies for designing culturally relevant learning opportunities to foster the academic success of diverse groups in a multi-language, multi-ethnic learning community. The effects of prejudice, stereotyping, and discrimination are discussed, as well as the importance of advocacy and community connections.

RDLT 54400 - Instruction and Resources for Developing Multiliteracies (3)
This course will focus on ways in which teachers can foster multiliterate practices in the classroom. Emphasis will be placed on the role of the reading professional in supporting and leading the selection and development of multimodal practices and materials for reading, writing, and meaning making. In particular, candidates will learn how to organize for writing instruction and provide in-depth instruction for all students, particularly those who struggle and English language learners. The changing role of technology in literacy instruction and assessment will be examined, with a critical stance toward the variety and use of technology resources. Candidates will evaluate how writing and technology are implemented to enhance student learning.

RDLT 54700 - Supervising the P-12 Reading Program (3)
The course examines the skills to support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. Candidates will also explore ways to build effective school-wide professional development programs and provide individual coaching to support the professional growth of teachers and other educators. Candidates examine the role of the reading professional in community involvement and professional advocacy. This course includes a 25-hour field work (clinical) component, which requires the candidate to develop and deliver a professional presentation to an external audience, provide coaching to a teacher, and analyze a district literacy curriculum for improvement initiatives.

RDLT 55300 - Early Reading and Writing Methodologies (3)
This course addresses theory- and research-based practices for developing disciplinary literacy and implementing effective reading and language arts instruction across the content areas. Of particular emphasis is the role of reading, writing, listening, speaking and visual representation in student learning across the curriculum. Effective practices for teaching and supporting student writing, reading comprehension and verbal and visual expression and interpretation will be explored with a wide range of informational texts and media.

RDLT 57500 - Practical Research for Learning Communities (3)
This course provides an overview of principles of research and the history and practice of research in educational settings as a tool for leadership and change. The candidate selects a topic that addresses an issue or concern affecting the learning community or education professional. Through examination, participation and application, the graduate candidate will develop a research proposal project that will reflect his or her understanding of how research can be applied in school settings for the improvement of educational practices and processes.

RDLT 59800 - Practicum for the Reading Specialist (3)
This practicum includes supervised field experience (clinical) in a reading setting at the elementary, middle or secondary school level. The practicum setting will be individualized to allow the candidate to provide instruction to students who struggle with reading and technical assistance to teachers at a level that expands the candidate's current teaching experience. The practicum will emphasize the use of instructional approaches that are supported by research; evidence-based practices for creating routines, configurations and environments to support literacy learning; and collaborative work with professionals in the setting. A minimum of 50 clinical hours is required in the setting.

RDLT 59900 - Thesis (3)
Under the guidance of a faculty advisor and committee, the candidate composes a major research-oriented work on a topic appropriate to reading. This course is geared toward the candidate who wishes to pursue advanced work. The Thesis is a follow-up to proposals that were developed in Practical Research for Learning Communities.

RDLT 60000 - Thesis Supervision (0)
All candidates working on a master's thesis from a previous semester must register for thesis supervision until the thesis is accepted.

Secondary Education

SCED 50000 - Field Experience 1: Secondary (1)
Candidates will complete a minimum of 50 hours of field experience in a public or private school where they will have an opportunity to participate in the development and delivery of lesson plans. Candidates will examine theories of classroom management, analyze classroom scenarios and formulate a plan that supports a positive learning community. Candidates will reflect on their educational experiences, field experience observations and current research in education as they familiarize themselves with reflective practice.
Corequisite: SCED 51200

SCED 50100 - Field Experience 2: Secondary (1)
This seminar is designed to encourage candidates to explore effective practice, examine assessment data and work with families and the larger community to create an active learning environment. Candidates complete a 50-hour field experience in a high school setting with an opportunity to design and deliver several lessons. In addition, they will reflect on their educational experiences, observations, theory and current research in education as they refine their professional portfolio.
Corequisite: SCED 51300

SCED 50300 - Foundational Literacy for Middle School Teachers (3)
This course introduces theories and models for teaching literacy across the content areas to middle school students. It develops familiarity with issues related to vocabulary, word analysis, comprehension, fluency and motivation. It examines teaching methods that develop strategic reading of both narrative and informational texts as well as the development of written and spoken language.

SCED 50500 - Noyce Scholars Field Experience 3 (1)
This field experience is intended to provide Noyce scholars with an opportunity to work alongside an experienced teacher in a high need school district. It is intended to challenge the scholar, while providing support and professional growth under the supervision of highly qualified mentor teacher. Noyce scholars will examine the strengths and challenges associated with high need schools. They will be able to apply theories and methods of teaching content to high need school populations, while experiencing the challenges of limited resources, overcrowded classrooms and family, social and environmental problems that detract students focus on education. Scholars will also explore the passion, dedication, and perseverance needed to work in a high need school setting, and the profound impact a highly qualified, dedicated, caring teacher can have in this school setting.

SCED 51000 - Frameworks in Education (3)
This course examines the framework that establishes the foundation and structure of American education. Students will learn about the various types of schools/schooling and examine social issues and the interrelationships of schools, the community and legal issues how these impact American education. Current issues, the role of professional organizations, including unions, as well as the expectations, stereotypes and characterizations that define the teaching profession will be reviewed. Students will use reflection and experiences to define the knowledge, skills and dispositions are needed to be a successful educator.

SCED 51100 - Noyce Seminar (0)
This pass/fail seminar will serve as a means of collaboration and communication among the scholars and faculty involved in the program. It will prepare Noyce scholars for the various components of the program. Sessions will address issues related to teaching in a high need school; what it means to be an instructional assistant; the summer practicum; expectations and opportunities for research as part of the Noyce program.
Attributes: Workshop/Seminar

SCED 51200 - Instructional Strategies and Learning Communities for Adolescents (3)
This course will encourage teacher candidates to examine several components of teaching and how these components interact to create a positive learning community. Candidates will learn to design standard-based lesson plans and explore a wide range of strategies that will best address the academic and behavioral needs of the diverse student populations. Through field experiences, lesson plan development and micro-teaching, candidates will create learning materials that demonstrate their understanding of the needs of various populations (ELL, special needs and minority populations). Candidates will explore theories and techniques to create a positive and well-managed learning community. A 50-hour field experience in a school setting is associated with this course.
Corequisite: SCED 50000

SCED 51300 - Pedagogy and Assessment for Effective Instruction (3)
Candidates will examine a variety of research-based strategies and interpret data associated with standardized and classroom assessments. The purposes, characteristics and limitations of assessments will be explored. Candidates will have the opportunity to use data to make instructional decisions and discuss the limitations of measurements used to assess student progress in meeting national and state learning standards. Candidates will have the opportunity to apply content area knowledge, students' development needs and culturally responsive pedagogy in the process of developing lesson plans and assessment tools for a variety of instructional purposes. A 50-hour field experience in a public or private school setting is associated with this course.
Corequisite: SCED 50100

SCED 51500 - Communication for Teachers (3)
This course is intended to develop the abilities of teacher candidates to apply the techniques of speaking and listening in a school classroom. Candidates will be encouraged to use critical thinking and problem solving through various modes of communication appropriate for the needs of young adolescents. Issues surrounding diversity and ethics-particularly in relation to the middle school environment-will be addressed.

SCED 51600 - Special Methods: Teaching Theology (3)
This course focuses on instructional methods and techniques used to differentiate the curriculum in theology in Catholic schools. Particular emphasis is placed on strategies and materials used to teach religion as well as focus on the importance of the internal teacher. Attention is also given to recognizing common student misperceptions.

SCED 51700 - Special Methods of Teaching Mathematics to Adolescents (3)
This course focuses on instructional methods and techniques used to differentiate the curriculum in mathematics. Particular emphasis is placed on strategies and materials used to teach math as well as assessment tools used to measure student progress. ISBE and national content learning standards and recommendations for reform in mathematics instruction are incorporated. Attention is given to recognizing common student misperceptions.

SCED 52100 - Special Methods of Teaching Social Sciences to Adolescents (3)
This course focuses on instructional methods and techniques used to differentiate the curriculum in social studies. Particular emphasis is placed on strategies and materials used to teach the social sciences as well as assessment tools used to measure student progress. ISBE and national content learning standards and current issues in social science education are incorporated. Attention is given to recognizing common student misperceptions. Candidates will perform activities and master techniques associated with good social science instruction. Candidates should have completed most of their required major courses prior to taking this class.

SCED 52200 - Characteristics and Development of the Adolescent Learner (3)
This course is intended to provide teacher candidates knowledge of educational psychology with particular emphasis on adolescent development. The course will explore physical, intellectual, emotional and social development of the adolescent learner. The course will include a study of the development of middle school education: its philosophies, concepts and overall curriculum considerations.

SCED 52300 - Methods of Teaching Reading in the Content Areas to Adolescents (3)
This course is designed to help prospective teachers develop the knowledge and skills to deliver literacy instruction effectively. Candidates will learn how to create a literate environment that wraps literacy around all areas of curriculum, implement the Common Core Standards following the principles of effective instruction, incorporate technology into instruction, use a wide range of literature, including multicultural literature, across the curriculum, cultivate partnerships with parents to encourage and enhance literacy development and use literacy assessments to make decisions about instruction of diverse learners.

SCED 52500 - Curriculum and Instruction in the Middle School (3)
This course is designed to prepare educators with an understanding of the characteristics and developmental issues of the middle school students. The course will emphasize methods and strategies middle school teachers can use to meet the emotional, social and academic needs of young adolescent learners. Curricular design, instructional models, reading in the content area and assessment strategies will be discussed and applied enabling the candidate to be successful with the knowledge and skills needed for the multifaceted role of the middle school teacher.

SCED 52600 - Special Methods of Teaching English/Language Arts to Adolescents (3)
This course focuses on instructional methods and techniques used to differentiate the curriculum in English/language arts. This course addresses issues related to multiple uses of literature and approaches to literary interpretation; the philosophical and theoretical basis underlying the uses of reading and writing in the English classroom; the interrelations of reading, writing, listening and speaking; methods by which writing and reading can be used to support the study of various genres as inquiry and other issues (grammar, syntax) relevant to the English teacher. Particular emphasis is placed on standards-based lessons as well as measurement tools used to measure student progress. Attention is given to recognizing common student misperceptions.

SCED 52700 - Special Methods of Teaching Elementary Grades Foreign Language: Spanish (3)
The nature of language and language learning processes, with specific focus on organizational patterns and teaching methods for the elementary classroom, is addressed in this course. Particular emphasis is placed on designing, presenting and evaluating classroom practices and attention to cultural diversity of students and the needs of the exceptional learner. Additionally, the course will discuss how recent developments in the fields of linguistics, psychology and technology impact the teaching of foreign language.

SCED 52800 - Special Methods of Teaching Foreign Language to Adolescents: Spanish (3)
This class will address the theoretical and practical bases for teaching modern foreign languages at the middle and high school level, including an introduction to the most prominent theories of second language acquisition. Candidates will explore instructional materials, classroom methods and techniques and emerging technology employed in language teaching at these levels. Extensive practice in classroom application of these methods and techniques, along with particular attention to the needs of diverse learners and exceptionalities, will be included.

SCED 53300 - Special Topics in American Education (3)
Teachers, teacher leaders, and administrators face significant social and political challenges in contemporary American school settings. In this course, diverse cultural perspectives will be investigated on a broad range of educational topics including community engagement, equity, advocacy, the responsibilities of teachers, and alternate education models. An examination of the historical commentary on the state of American education and the evolution of the teaching profession will be explored. Online collaboration will be emphasized from the perspective of Lasallian educational principles

SCED 53301 - Advanced Placement Special Topics (3)
Workshop provides licensed educators, who are teaching Advanced Placement (AP) courses, with the opportunity to deepen their understanding of the College Board's AP curriculum in their content area(s) and improve their teaching of the AP course(s) to which they are assigned. Participants must attend and successfully complete a 30-hour Advanced Placement Summer Institute (APSI) held by Plainfield Community Consolidated School District 202. This class may be repeated for a total of 9 hours.

SCED 53302 - Special Topics in STEM Education - Extended (3)
Workshop provides licensed educators with the opportunity to deepen their understanding of content and pedagogy in specific contexts. Participants must attend and successfully complete a 5-day workshop held by Fermilab. This class may be repeated for a total of 9 hours.

SCED 53400 - Online Virtual Learning Technologies in Education (3)
This course is designed to examine the concepts, technologies, and issues related to the development and delivery of online and distance education. Topics include characteristics and uses of distance learning delivery systems including computer-mediated instruction, online teaching and learning platforms via the Internet, and video conferencing. Candidates study the varied skills required to plan, develop, and evaluate effective forms of distance education.

SCED 53600 - Methods of Teaching Computer Science (3)
This class will focus on the methods used to teach computer science for the middle and secondary teacher. Students will learn to implement a variety of methods in the teaching process to foster meaning, collaboration, and inquiry learning. Additionally, students will actively participate in professional organizations and establish a strong knowledge related to research in computer science education related to research in computer science education and how it can be applied tot he 5-12 classroom.

SCED 53700 - Technology Integration in Instruction (3)
This course is designed to help the practicing teacher incorporate state of the art materials and learn practical, effective ways to integrate technology resources and apply technology-based instructional methods into everyday classroom practices. The course will explore theories of learning, instructional design principles, instructional strategies of technology integration, and assessment methods to support the diverse learning styles and needs that are presented in today's classrooms. Candidates will design, develop, and evaluate technology-integrated instructional materials that align with specific curricular standards.

SCED 53800 - Methods and Content for Teaching Middle Level Geography (3)
This course introduces topics and methods for teaching geography to middle school students. It is based on standards of geography developed by National Geographic, the Alliance for Geography (GENIP) Geography Education National Implementation Project. The course identifies and provides opportunities for future teachers not only to look at education through a global and geographic perspective but also to participate in and create lessons using those perspectives (3 sh). Prerequisite: 2.75 GPA; Consent of Education Advisor.

SCED 53900 - Equity, Social Justice and Culturally Responsive Practices (1)
This course prepares STEM teachers to create an inclusive, equitable, high-quality experience based on what's available to them in their districts. Pre-service teachers will become culturally and linguistically responsive by ensuring representation of students' interests in STEM course materials, embracing student cultures and communities within course lessons including student language representations, developing positive approaches to classroom management, and embracing student cultures and communities within course lessons.
Corequisite: SCED 50100

SCED 54400 - Clinical Practice and Seminar: Secondary (6)
This course is designed for candidates seeking the Illinois Professional Educator License with an endorsement in secondary education. Candidates complete a 16 week clinical experience opportunity in a high school setting. They are expected to assume full responsibility for the duties of classroom teacher, including development, delivery, and assessment of instruction; grading and evaluation of students; classroom management; communication with parents and school personnel and interpretation of data related to student learning. Progress in development is carefully monitored through observation and feedback from the mentor teacher, University supervisor, and content area specialist. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education committees. For fall student teaching, all testing requirements must be completed by May 1 of the prior semester. For spring student teaching, all testing requirements must be completed by October 1 of the prior semester. See course schedule book for associated fees. Notes Clinical practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education Committees

SCED 54600 - Special Methods of Teaching Science to Adolescents (3)
This course focuses on instructional methods and techniques used to differentiate the curriculum in a science class (biology, chemistry, physics). Particular emphasis is placed on strategies and materials used to teach science in the middle school and high school settings, issues regarding safety and welfare, technology integration and assessment tools used to measure student progress. Next Generation Science Standards, including science, technology, engineering and mathematics (STEM) skills instruction, as well as recent science education reform proposals are incorporated. Attention is given to recognizing common student misconceptions.

SCED 54800 - Clinical Practice and Seminar: Middle Grades (6)
This course is designed for students seeking the Illinois Professional Educator License with an endorsement in middle-level education. Candidates complete a 16 week clinical opportunity in a middle school setting. Candidates are expected to assume full responsibility for the duties of classroom teacher, including development, delivery, and assessment of instruction; grading and evaluation of students; classroom management; communication with parents and school personnel and interpretation of data related to student learning. Progress in development is carefully monitored through observation and feedback from the mentor teacher, University supervisor, and content area specialist. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education committees. For fall student teaching, all testing requirements must be completed by May 1 of the prior semester. For spring student teaching, all testing requirements must be completed by October 1 of the prior semester. See course schedule book for associated fees. Notes Clinical practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education Committees

SCED 55000 - Secondary Education Extended Supervised Field Experience (1)
This course is intended for those candidates who need extended field experiences with the ongoing supervision by University personnel. Length of field experiences will be determined by the Department and is subject to Department Chair approval. Completion of this experience does not guarantee eligibility for student teaching.

SCED 55100 - Clinical Practice and Seminar: Foreign Language (6)
This course is designed for candidates seeking the Illinois Professional Educator License with an endorsement in foreign language: Spanish. Candidates complete a 16-week clinical practice opportunity in two settings: one at the K-8 level and one at the high school level. They are expected to assume full responsibility for the duties of the classroom teacher, including development, delivery, and assessment of instruction; grading and evaluation of students; classroom management; communication with parents and school personnel and interpretation of data related to student learning. Progress in development is carefully monitored through observation and feedback from the mentor teacher, University supervisor, and content area specialist. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education committees. For fall student teaching, all testing requirements must be completed by May 1 of the prior semester. For spring student teaching, all testing requirements must be completed by October 1 of the prior semester. See course schedule book for associated fees. Notes Clinical practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education Committees

SCED 56300 - Advanced Learning Theory (3)
This course discusses how cognitive, emotional, and environmental influences interact and impact learning in the classroom. The implementation and relevance of historical and contemporary educational theory is explored.

SCED 56600 - Classroom Management: From Theory to Practice, Grades 6-12 (1)
This workshop will introduce secondary teacher candidates to multiple theories in establishing and managing a classroom environment. Candidates will have the opportunity to examine case studies and real-world situations where various elements of classroom management theories have been applied. They will also compare and contrast the elements of each approach as they develop their own philosophies regarding classroom facilitation and management.

SCED 57000 - Reading in the Content Area (1)
This workshop is designed to expose secondary teacher candidates to the materials, theories, and strategies used to help 6-12 students organize and comprehend subject reading.

SCED 58200 - Clinical Practice Internship & Seminar: Secondary Education (6)
The purpose of this clinical practice experience is to provide currently licensed teachers with the opportunity to apply their theoretical and methodological knowledge and skills in a new licensure area to the diverse and inclusive classroom. During clinical practice, candidates engage in a guided, 16-week full-time experience in middle level, secondary, or foreign language classrooms or other settings, under the cooperation and supervision of mentor teachers and a University supervisor. Clinical practice consists of the candidate observing the students, the environment and the mentor teacher, as well as being responsible for the developmentally appropriate instruction of students individually, in small groups and as a whole class. Attendance at Clinical Practice Seminar is required. For those seeking additional Illinois licensure, evidence of successful completion of the appropriate State of Illinois content area test must be received in thh Department of Education. Enrollment in this course requires the signature of the advisor and appropriate program director. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education Committees. For fall student teaching, all tests must be completed by May 1 of the prior semester. For spring teaching all tests must be completed by September 1 of the prior semester. See course schedule book for associated fees.

SCED 58500 - Introduction to Civic Engagement (1)
This course provides a critical review of contemporary education within the greater social, political, economic and cultural contexts. With a focus on equity and social justice, candidates examine current educational issues and potential innovative solutions. A strong focus on engaging lawmakers and participating in a democratic government will be emphasized. Candidates will research a policy or legislative issue and prepare a position statement to be shared with legislators.

Special Education

SPED 50200 - Sign Language 1 (3)
This course covers the development of receptive and expressive skills in sign language and fingerspelling. Manual communication skills that are used in educational and social settings are emphasized. Deaf culture and community characteristics are discussed.

SPED 51300 - Development and Characteristics of Learners (3)
This course focuses on specific frameworks of learning with expansion and application to those students who may have learning challenges in various developmental phases. Historical perspectives of learning and behavior challenges will be discussed in light of current theories of exceptionalities. Emphasis will be placed on how students with exceptional needs learn in both academic and social settings. Special emphasis will be placed on identification and exploration of students with associated language disorders.

SPED 51400 - Assessment for Learning (3)
This course introduces teacher candidates to the assessment of students who may be or already are identified as eligible for special education supports and services. The course content addresses both formal and informal assessment tools and their administration and interpretation as related to classroom needs. Candidates learn about standardized assessments, multi-tiered systems of support (MTSS), curriculum-based assessment and measurement, task analysis, functional behavior assessment, and how to generate teacher-designed tests. Candidates will design formative and summative assessments as well as have the opportunity to interpret educational assessment findings and summarize the results for an educational assessment report.

SPED 51600 - Learning Theories and Schooling (3)
This course is designed to provide participants with a strong knowledge base in developmental theories of behavior, language and learning that have shaped current practices in K-12 public and private schools. In addition to exploring current research on cognition and learning, course participants will examine philosophy-based, psychology-based and progressive learning theories that have influenced current educational practices. The examination of research on cognitive science and learning theories will be informed by critical readings from feminist and social theorists who offer alternative interpretations of the foundations on which schooling should be based.

SPED 51700 - Instructional Strategies and Learning Communities for Exceptional Learners (3)
This course allows the pre-service teacher, and in-service teacher working towards LBS1 endorsement, to begin to apply a wide range of strategies that will best address the academic and behavioral needs of learners with disabilities. Candidates will develop skills that will allow them to integrate curriculum across subject areas, create learner-centered materials, and develop skills that will enable them to effectively interact with other professionals providing academic and behavioral support to students with individual learning needs.

SPED 52300 - Disability Studies in Education (3)
This course provides participants with an understanding of the ways in which disability studies can inform current educational policies, practices and curriculum design. Participants will investigate both theoretical and practical aspects of the field of disability studies in education - including social, cultural and historical policies and philosophies - and strategies for addressing the biases inherent in many of these influences. Course topics include issues such as changing conceptions of disability, the lingering impacts of eugenics and institutionalization, the promise and progress of the disability rights movement, disability law and policy, personal and family narratives and the portrayal and inclusion of individuals with diverse abilities in the modern media.

SPED 53000 - Field Experience 1: Special Education (1)
Candidates complete 25-50 hours of field experience practice in a setting working with individuals with disabilities. This field experience will focus on developing candidates' knowledge and skills related to identifying the strengths, interests, and support needs of individuals with disabilities and planning for environmental, instructional and other support needs. In addition to their field work, candidates meet on campus with their University supervisor to further their knowledge and development related to the focus of this field experience. The field mentor and University supervisor will conduct performance assessments of the candidate during this experience.

SPED 53200 - Methods of Teaching in Middle and Secondary Content Areas (3)
This course engages participants in the development of curriculum, instruction, and assessment for students with disabilities in social studies, mathematics, and science classes. Participants will gain both a theoretical and practical skill-set in research-based strategies that are demonstrated to support the learning of students with disabilities in core content areas. A universal design for learning framework will be used to guide participants in designing curriculum and instruction that is accessible and effective for all learners.

SPED 53400 - Transitions and Students with High Support Needs (3)
This course is designed to prepare teachers to support students with disabilities who have high support needs in their transitions throughout the school system, with an emphasis on transition from high school to post-school adult life. Participants will learn about the laws that shape transition services, the fundamentals involved in transition planning, the development of written transition plans, resources necessary to affect smooth transitions and current issues and best practices. Emphasis will be placed on student and family involvement in transition planning, team planning, preparatory curricula, interagency coordination, community resources, advocacy and systems change strategies. In addition this course will focus on how to design, implement and evaluate effective teaching and learning experiences for students with high support needs from an inclusive education stance. Content will focus on using varied assessment measures, developing daily and weekly schedules, planning and implementing systematic instruction from a universal design perspective, evaluating student learning, facilitating inclusive education and teaching academic and social skills along with other life domain skill areas (community, recreation/leisure and technical education).

SPED 54000 - Field Experience 2: Special Education (1)
Candidates complete 25 hours of field experience practice in a special education setting. This field experience will focus on developing candidates' knowledge and skills related to planning and delivering instructional supports and interventions for students with disabilities. In addition to their field work, candidates meet on campus with their University supervisor to further their knowledge and development related to the focus of this field experience. The mentor teacher and University supervisor will conduct performance assessments of the candidate during this experience.

SPED 54500 - Field Experience 3: Special Education (1)
Candidates complete 50 hours of field experience practice in a special education setting. This field experience will focus on developing candidates' knowledge and skills related to the assessment of students with disabilities in both academic and functional skill domains. In addition to their field work, candidates meet on campus with their University supervisor to further their knowledge and development related to the focus of this field experience. The mentor teacher and University supervisor will conduct performance assessments of the candidate during this experience.

SPED 55000 - Special Education Extended Supervised Field Experience (1)
This course is intended for those candidates who need extended field experiences with the ongoing supervision by University personnel. Length of field experiences will be determined by the Department and is subject to Department Chair approval. Completion of this experience does not guarantee eligibility for student teaching.

SPED 55700 - Exceptional Learners in Inclusive Communities (3)
This course is designed to provide pre-service teacher candidates and in-service teachers working towards LBS1 endorsement at the graduate level with the knowledge and skills that are required to identify and instruct exceptional learners in inclusive classroom settings, including students identified as having learning disabilities, emotional-behavioral challenges and/or other disability support needs as described in the federal Individuals with Disabilities Education Act. Course content and assessments will focus on the characteristics of exceptional learners, the processes for identifying exceptional learners for appropriate services, collaboration with parents and professional colleagues and research-based approaches for designing inclusive classroom settings and instructional/behavioral/assessment strategies and supports for exceptional learners. Course participants will learn how to implement research-based tiered interventions that enable all students to succeed in inclusive classrooms. This course also includes a field experience working with an exceptional learner.

SPED 55800 - Exceptional Learners and Cross-Categorical Methods for Speech-Language Pathologists (2)
This course will provide Speech-Language Pathologists with the knowledge and skills required to identify and instruct exceptional learners in inclusive classroom settings, including students identified as having emotional-behavioral, intellectual, learning, or other disabilities as described in the Individuals with Disabilities Education Improvement Act. Course content and assessments will focus on characteristics of these learners, processes for identifying these learners -- in collaboration with parents and professional colleagues, instructional strategies and supports for these learners, as well as approaches for designing inclusive classroom spaces for these learners alongside their non-disabled peers. Course participants will learn how to implement research-based tiered interventions that enable all students to succeed in inclusive classrooms.

SPED 56100 - Early Reading and Writing Foundations (3)
This course examines the theories and practices appropriate for balanced reading and language arts instruction and assessment at the primary levels (K-3). The emphasis of the course is on learning important theories as a foundation for sound instruction and assessment decisions that will result in student proficiency with the English language in typical and atypical language development situations and the ability to apply language and thinking skills to many different genres, concepts and situations. Effective reading, writing, speaking and listening instructional strategies, including those that differentiate instruction and assessment to meet the needs of individual learners and the specific needs of second language learners, will be modeled and practiced.

SPED 56400 - Partnerships for Inclusive Education (1)
This course is designed to provide participants with the knowledge and skills needed to build and maintain meaningful collaborative partnerships for inclusive education. Participants will gain an understanding of family and community systems, as well as learn methods for building and sustaining partnerships and trust with these critical stakeholders. Course topics will also include theories and strategies for effective co-teaching relationships and other collaborative endeavors focused on providing inclusion education for all students.

SPED 56600 - Special Education Law (1)
This course is designed to acquaint the pre-service teacher/practitioner, administrator and/or pupil personnel services staff with federal legislation, Supreme Court decisions, state court decisions and other pertinent information pertaining to the legal parameters of educating students with disabilities. In addition, this course will allow the participants an opportunity to interact with peers/colleagues regarding the "need" to incorporate this throughout one's professional career. This course is aligned with state and national special education standards.
Attributes: Workshop/Seminar

SPED 56700 - Autism (1)
This workshop is offered to provide an introduction to the meaning behind the categorical label Autism which can be found in the Individuals with Disabilities Education Improvement Act. In this introductory level workshop, participants will learn about the IDEIA definition of autism, how students are determined eligible for supports and services under this categorical label, and, in general, what those supports and services can look like in practice. The information will be shared from a strengths-based non-medicalized disability studies stance.
Attributes: Workshop/Seminar

SPED 56801 - Wksp: Using Mindfulness and Meditation to Live with Integrity (1)
In this workshop, students will explore the history and various techniques of mindfulness and meditation. Students will learn the basics of mindfulness meditation through a series of videos, readings, reflections, and guided practices. This workshop also covers current scientific research on mindfulness and the brain, emotion regulation, and compassion. Because mindfulness presents an effective method to get to know oneself, to reduce stress and anxiety and to live in the present moment, we are better able to react in a more constructive way to conflict and stressful events.

SPED 56900 - Classroom and Behavior Management Strategies for All Learners (1)
This course provides an overview of classroom and behavior management theories and strategies. The course emphasizes the knowledge and skills needed to create effective behavior management and intervention projects for students, especially those with behavior problems. Emphasis will be on use of positive behavior support systems. Candidates will examine behavioral principles, procedures, and assessment methods necessary for effective programming and are expected to apply skills developed in the course by developing both a classroom management and behavior intervention project to avoid or overcome communication roadblocks and improve a student's problem behavior. Through case analysis, role-playing, cooperative learning, use of technology, and field experience, candidates will learn how to apply principles of classroom management to actual teaching situations.

SPED 57100 - Content Area Reading Strategies for Adolescent Learners (3)
This course examines the theories and practices appropriate for balanced reading and language arts instruction and assessment in grades 4-12. The emphasis of the course is on functional techniques for improving student reading performance in the upper grades and incorporating reading into subject matter instruction. Effective reading and writing instructional strategies and assessments, including those that address the specific needs of second language learners, are modeled and practiced.
Prerequisite: SPED 56100

SPED 58200 - Clinical Practice Internship & Seminar: Special Education (5)
The purpose of this clinical practice experience is to provide currently licensed teachers the opportunity to apply their theoretical and methodological knowledge and skills in a new licensure area to the diverse and inclusive classroom. This is a 16-week supervised internship in special education settings, including 8 weeks in an elementary setting and 8 weeks in a secondary setting. The experience includes observation, planning, and supervised clinical practice of students with exceptionalities in schools, institutions, or other facilities under the direct guidance of an appropriately licensed professional. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education committees. For fall student teaching, all tests must be completed by May 1 of the prior semester. For spring student teaching, all tests must be completed by September 1 of the prior semester. See course schedule book for associated fees. Prerequisites 3.0 GPA; Admission to Clinical Practice; all required content, methods and field experience coursework completed; and passing score on required state tests. Candidate must have approval of program director to register for this internship

SPED 58400 - Clinical Practice and Seminar: Special Education (5)
This course is a sixteen 16-week supervised clinical experience in special education settings, including 8 weeks in elementary and 8 weeks in secondary settings. This experience includes observation, planning, and supervised clinical practice of students with exceptionalities in schools, institutions, or other facilities under the direct guidance of an appropriately licensed professional. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education committees. For fall student teaching, all tests must be completed by May 1 of the prior semester. For spring student teaching, all tests must be completed by September 1 of the prior semester. See course schedule book for associated fees. Prerequisites 3.0 GPA; Admission to Clinical Practice; all required content, methods and field experience coursework completed; and passing score on required state tests

SPED 58500 - Instructional Planning and Performance Based Assessment (3)
This course explores curriculum design using Understanding by Design (UbD), Differentiated Instruction (DI), and Universal Design for Learning (UDL). UbD addresses the need for content standards and answers the question: "what do we teach and why". DI looks at the how and where we teach our students, focusing on the best practices for each learner. Languages, culture, gender, economic disparity, motivation, disability, personal interests and learning styles as well as home environments are explored. UDL is a learning theory that strives to ensure that the learning environment, including curriculum, assessment and teaching and learning tools promote learning and remove barriers to learning.

SPED 59700 - Independent Study (1-3)
This course is a study or project done under the direction of a member of the Department of Special Education, Department of Education. Prerequisites Consent of Department Chair and completion of the Independent Study form

Technology Learning and Design Education

TLDE 50400 - Integrating Educational and Assistive Technology into the Classroom (3)
This course is designed to help pre-service and/or practicing teachers learn practical, effective ways to integrate various technology resources into classroom practices. The course explores emerging technologies, assistive technologies, and web applications. It also discusses strategies for using technology, including assistive technology, to facilitate differences in learning style and disabilities. The course includes evaluation of technologies resources, low to high tech assistive technologies, multimedia design, accommodation strategies, and assessment design. Candidates will participate in a wide range of activities and projects by applying various technology tools and instructional strategies to enhance the learning success of all students.

TLDE 54100 - Learning, Teaching, and Emerging Technologies (3)
This course focuses on differentiated technology learning experiences emphasizing creativity, critical thinking skills, problem solving processes and collaborations to achieve success for all students. Candidates will learn a variety of research-based, learner-centered instructional and assessment strategies, using various emerging technologies to meet the needs of diverse students. Candidates will model design and implementation of technology-enhanced instruction addressing content and technology standards.
Degree Restrictions: May not be enrolled in the following Level: Program Completer-No degree

TLDE 54500 - Technology Resources and Learning Management Systems in the Schools (3)
This course will discuss key trends and changes in technology-enhanced learning environments to support a digital age education that achieves equitable access for all students. Candidates will explore learning management systems, school technology infrastructure, digital tools and resources including assistive technology, social networks, troubleshooting, and security/safety issues in the schools. Candidates will learn to collaborate with teachers and administrators to design a comprehensive technology-infused strategic plan for learning, as well as evaluate technology implementation at the school and district levels.
Degree Restrictions: May not be enrolled in the following Level: Program Completer-No degree

TLDE 55100 - Instructional Design Principles and Multimedia (3)
This course studies various learning theories, instructional design principles, and ethical uses of digital resources to create interactive and engaging instructional materials. From the perspective of technology coach candidates will explore various instructional design models, key components in instructional design, and instructional strategies emphasizing creativity, higher-order thinking processes and critical thinking. Candidates will model design and develop learner-centered technology-rich instructional projects applying universal design for learning (UDL) to address the diverse needs and interests of all students.

TLDE 56100 - Information Access and Assistive Technology (3)
This course will provide opportunities to learn about various assistive technologies and strategies to enhance the learning success of all students. This course gives an overview of relevant theoretical perspectives as well as a hands-on experience to design and develop interactive digital learning environments. Candidates will learn how to select, evaluate, and implement adaptive and assistive technology to support student learning. Candidates will learn how to effectively coach teachers to promote effective digital age learning environments that improve accessibility and educational equity for all students.

TLDE 56500 - Visual Literacy (3)
This course introduces visual design theory and practice in a context of producing instructional and visual presentations, with an emphasis on the mechanics of multimedia authoring and how advanced authoring can be used to enhance instruction. Candidates learn how to effectively coach teachers to interpret, analyze, design, create and integrate visuals in a variety of forms such as digital graphics, icons, metaphoric images, animations, and videos for instructional purposes and effective communication. Candidates will take a critical perspective on visual design, considering diversity, cultural understanding, and global awareness to coach teachers in helping students create products that address real-world problems.

TLDE 57100 - Design of Technology-Enhanced Learning Environments (3)
This course examines how to coach teachers to design and deliver instruction in technology-enhanced learning environments that model and promote diversity, cultural understanding and global awareness. Topics include characteristics and uses of online learning delivery systems, effective online and blended learning design strategies, and communication and collaboration tools for local and global collaboration with a variety of audiences. Candidates will plan, develop, implement, evaluate, and revise a lesson/unit of instruction for web-based delivery in their disciplines or instructional contexts.

TLDE 58500 - Technology Planning, Professional Development and Leadership (3)
This course is intended to support candidates to become technology coaches/leaders who inspire and participate in the development and implementation of a shared vision for the comprehensive technology-infused strategic plan at the district and school levels. Candidates will conduct needs assessments, and design, develop, implement and revise small scale projects including a technology plan, budget, technology grants, project management and professional development. The role of the technology coach to develop strategies for evaluating results of professional learning programs will also be emphasized. Candidates will demonstrate understanding of principles of adult learning and ability to evaluate impact on student learning in an environment where they promote digital citizenship.

TLDE 59100 - Capstone Project in Educational Technology (3)
This course provides for a research-based capstone experience and an applied practicum experience in the K-12 schools or instructional contexts. This course focuses on service learning, dispositions and performance of effective technology leaders, and social, ethical, legal and security issues in technology-enhanced learning environments. Candidates will be required to submit an electronic portfolio which presents evidence of the candidate's progress and reflection of their professional growth and a plan for continued professional learning. Each candidate will demonstrate their ability to apply theories, methods and technologies as a technology coach/leader through coaching experiences in school settings.