

Teacher Education

The Teacher Education Department offers a variety of undergraduate and graduate programs for pre-service and in-service teachers. While some programs are organized with an orientation to preparing teachers for specific age/grade levels, it is the departmental goal to develop programs with a broader and more integrated perspective which acknowledges the theoretical base common to teacher education programs for all age levels. To achieve this goal, the resources of all of the programs in the Teacher Education Department are being utilized.

Teacher Education Departmental Policy on Transfer of Professional Education Courses into Undergraduate Teacher Education Programs

Students who are admitted to an undergraduate program in Teacher Education or to the TLP Program (licensure only) may be credited with a maximum of 9 credit hours of professional education coursework provided that:

1. The specific transfer coursework is deemed to be equivalent in scope and credit hours to the required coursework in the respective NEIU Teacher Education program as stated in the current NEIU Catalog.
2. The specific transfer coursework has been completed within five years of the time of acceptance into the undergraduate NEIU Teacher Education Department or TLP Program.
3. The specific transfer coursework was credited with a "B" grade or better.

Teacher Education Departmental Policy on "Field Experience Only" Requests

All students who seek to enroll in clinical experiences or student teaching in any approved Teacher Education program are required to be admitted to either an undergraduate program, a second B.A. program, TLP program or MAT program. No student with a "student-at-large" status will be admitted to clinical or student teaching experience. No student will be permitted to take clinical experience/ student teaching at NEIU unless they have successfully completed one of our programs.

Focused Program for Subsequent Teaching Licensure

In accordance with the Illinois State Board of Education and the Illinois Administrative Code Section 25, Northeastern Illinois University now offers Focused Programs for teachers who hold a valid and current Illinois Teaching License.

The Focused Programs allow licensed teachers to obtain subsequent endorsements in the areas of Middle Level Education, Elementary Education, Early Childhood Education, Secondary Education and Bilingual Education.

Candidates who complete a full Focused Program for subsequent endorsements, will be recommended for the endorsement. For further information, please contact the Teacher Education Department at (773) 442-5380.

Secondary Education

Licensure to teach high school students and PK-12 students in special subjects in Illinois requires both a content major and education pedagogy coursework. The department offers undergraduate and post-baccalaureate programs for students seeking PK-12 licensure to teach art, music, or Spanish. For preparation to become a physical education teacher, see the Health Sciences & Physical Education section of the academic catalog.

Aspiring 9-12 biology, chemistry, earth science, English, history, mathematics, and physics teachers complete their pedagogical preparation at the post-baccalaureate level through either the Teacher Licensure Program (TLP) or Master of Arts in Teaching (MAT) program. Students are encouraged to enroll in the CASEP (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/college-of-arts-and-sciences-education-program-casep/>) program throughout their undergraduate years. NEIU's policy for Undergraduates Enrolling in Graduate Coursework (see policy here (<https://www.neiu.edu/academics/registrar-services/forms/>)), enables qualified students to begin education coursework as seniors.

Please consult with the Secondary Education Program advisor and content area advisor for guidance to complete the content area major and transition smoothly into the TLP or MAT program.

POLICY ON TRANSFER OF PROFESSIONAL EDUCATION COURSES INTO TEACHER LICENSURE PROGRAMS

Students who are admitted to a program in secondary or K-12/PK-12 education will be credited with a maximum of 9 semester credit hours of professional education coursework provided that:

The specific transfer coursework is deemed to be equivalent in scope and credit hours to the required coursework in the respective NEIU education program as stated in the current NEIU Catalog.

The specific transfer coursework has been completed within five years of the time of acceptance into the undergraduate NEIU Goodwin College of Education program, or graduate TLP or MAT Program. (ex. If a student is admitted in 2021, no coursework prior to 2016 can be accepted.)

The specific transfer coursework was credited with a “B” grade or better.

POLICY ON “FIELD EXPERIENCE ONLY” REQUESTS

All students who seek to enroll in clinical experiences or student teaching in any approved secondary education or K-12/PK-12 program are required to be admitted to an undergraduate program, a second BA program, a Focused Program, the Teacher Licensure Program (TLP) or MAT program. No student with a “student-at-large” status will be admitted to clinical or student teaching experience, and no student will be permitted to take a clinical experience or student teaching only.

FOCUSED PROGRAM

In accordance with the Illinois State Board of Education and the Illinois Administrative Code Section 25, Northeastern Illinois University offers a Focused Program for teachers who hold current licensure.

The Focused Program allows licensed teachers to obtain additional subsequent endorsements in most subject areas and grade bands, including art, dance, computer science, high school and middle school subjects, and others. An individualized, focused program will be developed based on each student’s transcribed coursework and state requirements.

Candidates who complete a focused subsequent endorsement program will be recommended for the endorsement by entitlement. For further information, please contact Ms. Vanessa King at 773-442-5387 or send an email to gcoe@neiu.edu.

Bilingual/Bicultural Education

- Major in Elementary Education with Bilingual Education Endorsement (<http://catalog.neiu.edu/education/teacher-education/elementary-education/>)
- Minor in Bilingual Education (<http://catalog.neiu.edu/education/teacher-education/minor-bilingual-education/>)

Early Childhood Education

- Major in Early Childhood Education (<http://catalog.neiu.edu/education/teacher-education/early-childhood-education/>)

Elementary Education

- Major in Elementary Education (<http://catalog.neiu.edu/education/teacher-education/elementary-education/>)

Middle Level Education

- Major in Middle Level Education (<http://catalog.neiu.edu/education/teacher-education/middle-level-education/>)

Undergraduate Programs for PK-12 Licensure in Art, Music, or Spanish

NOTE: Students who hold a bachelor’s degree and who are seeking PK-12 licensure through the Teacher Licensure Program are admitted through the College of Graduate Studies and Research. See the MAT/TLP-Secondary section of this catalog or contact Ms. Vanessa King at v-king@neiu.edu for more information.

The professional education sequence in PK-12 education leads to entitlement for the Professional Educator License (PEL) in one of the following PK-12 licensure programs:

PK-12:

- Visual Arts
- Music
- Foreign Language: Spanish

Please note that the PK-12 Education Sequence alone does not constitute a major at Northeastern.

Undergraduate students seeking PK-12 teacher licensure declare a major in the academic subject area. The PK-12 education program qualifies as “an area of study in addition to the major” and fulfills graduation requirements.

Each licensure or endorsement program involves three types of requirements:

1. Requirements for an academic major;
2. Specific general education requirements (see advisor for details);
3. Professional PK-12 education requirements.

Upon completion of these requirements, students are expected to demonstrate:

1. A depth of knowledge in their chosen academic discipline;
2. Knowledge of the principles of human growth and development and of learning;
3. Knowledge of students with varying racial/ethnic, linguistic, cultural, and socioeconomic backgrounds;
4. Knowledge of the wide range of abilities and special needs of students; and
5. The ability to apply their knowledge and skills as they develop effective learning experiences for students during the methods and the clinical components of the professional education sequence.

Requirements for an Academic Major

Students seeking the Illinois Professional Educator License (PEL) endorsed for specific areas at grades PK-12 must fulfill all requirements for their academic major. For specific information about major requirements, please refer to the catalog entry for the content area. If you are interested in adding a middle school endorsement, consult with your advisor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/teacher-education/faculty-and-staff-contacts/>) for further information.

To be licensed in some academic areas, students are required to make prescribed choices among given electives in the academic major and/or they are required to complete additional courses in their academic area. These prescribed choices and/or additional required courses are specified below for each academic major.

ART

The Major in Art for the Bachelor of Arts Degree meets the requirements for PK-12 teacher licensure. To fulfill requirements for licensure, students must select the emphasis in Studio Art.

MUSIC

The Major in Music for the Bachelor of Music Degree including both Emphasis IIa: Secondary Education: Vocal Music and Emphasis IIb: Secondary Education: Instrumental Music meet the requirements for PK-12 teacher licensure. See Music Department, College of Arts and Sciences.

SPANISH

The Major in Spanish for the Bachelor of Arts Degree meets the requirements for PK-12 teacher licensure.

PHYSICAL EDUCATION

Students seeking licensure to teach Physical Education should refer to the Department of Health Sciences & Physical Education section of this catalog.

Admission and Retention Requirements for Undergraduate PK-12 Programs

Consult with advisor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/educational-inquiry-curriculum-studies/advising/>) **for Program Admission Requirements**

LEVEL I

Requirements for enrollment in SCED-301 or SCED-311:

- Completed admission to the Goodwin College of Education
- Completion of EDFN-305 and EDFN-306 with a 'C' or better
- Completion of a minimum 21 semester credit hours in major
- Declaration of Academic Major and secondary education major/area
- Overall grade point of 2.75 or better.

LEVEL II

Requirements for admission to courses in the SCED 303 series and SCED 304 series (or MUS-393L):

- Concurrent registration in EDFN-307 if not taken in Level I
- Completion of or registration in LTCY-301
- Cumulative grade point average of 2.75 or better
- Completion of SCED-301 or SCED-311 with a 'C' or better*

- Completion of required number of semester hours in major (varies with major). No more than 9 semester credit hours remaining in the major
- Completion of all application requirements for clinical and student teaching experiences, as specified by the Clinical Experiences and Student Teaching (CEST (<http://www.neiu.edu/academics/college-of-education/clinical-experiences-and-student-teaching/>)) Office

LEVEL III

Requirements for admission into the SCED 305 series (Student Teaching):

- Cumulative grade point average of 2.75 or better
- Overall grade point of 2.75 or better in professional education sequence courses
- Completion of required number of credit hours in major (varies with major). No more than six semester hours remaining in the major
- Completion of all application requirements as specified by the CEST Office (<http://www.neiu.edu/academics/college-of-education/clinical-experiences-and-student-teaching/>)
- Completion of EDFN-307 with a 'C' or better
- Completion of the appropriate course in the SCED 303 series specific to discipline (with a 'C' or better), and the appropriate clinical course in the SCED 304 series with a 'B' or better or MUS-393L
- Passing score on the appropriate ILTS Content Area Test (<http://www.il.nesinc.com/>)

LEVEL IV

Required for Program Completion and Entitlement for Illinois Licensure:

- Completion of a minimum of 120 semester credit hours
- Completion of required courses for state licensure
- Completion of NEIU General Education Requirements
- Completion of academic major with no grades less than 'C'
- Completion of all requirements in level I-III
- Completion of the appropriate Student Teaching course in the SCED 305 series with a 'B' or better
- Passing score on the Teacher Performance Assessment (edTPA (<http://www.neiu.edu/academics/college-of-education/edtpa/>)) for program completion/entitlement.
- Overall grade point of 2.75 or better.

If a candidate does not meet the requirements outlined in Level 4, he/she may choose to seek degree completion through the discipline in the College of Arts and Sciences provided he/she meets the degree requirements of the individual discipline.

ADDITIONAL REQUIREMENTS FOR LICENSURE

In addition to the successful completion of the Academic major, students must complete the general education requirements for the Goodwin College of Education. Transfer students and second BA candidates should consult their advisors concerning general education requirements.

Code	Title	Hours
Other General Education requirements		
Written communication		
ENGL-101 & ENGL-102	Writing I and Writing II	
Oral communication		
CMTC-101 or CMTC-202	Public Speaking Voice and Diction	
Mathematics¹		
Any College-Level Mathematics (100-level or above)		

¹ must receive a grade of "C" or higher

PROFESSIONAL EDUCATION REQUIREMENTS

NEIU's K-12/PK-12 Programs require all students enrolled in teacher licensure programs to complete 100 hours of clinical experience in a recognized elementary and/or secondary school prior to student teaching. The professional education requirements are as follows:

Code	Title	Hours
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
EDFN-306	Education And Individual Differences ¹	3
EDFN-307	Psychology Of Instruction And Learning ¹	3
LTCY-301	Foundations Of Literacy Instruction In Secondary Grades	3
SCED-311	Writing Intensive Program: School Curriculum	3
SCED-303A	Contemporary Art Education In The Secondary School ²	3
or SCED-303F	Teaching Modern Foreign Languages In The Secondary School	
or SCED-303I	Methods And Techniques Of Teaching Music In Secondary School:Instrumental	
or SCED-303V	Methods And Techniques Of Teaching Music In Secondary Schools:Vocal	
SCED-304A	Clinical Experiences In The Secondary School:Art ³	1-2
or SCED-304J	Foreign Language Clinical Experience In The Secondary School	
or MUS-393L	Clinical Field Experience	
SCED-305A	Secondary Student Teaching And Seminar In Art ⁴	9
or SCED-305J	Secondary Student Teaching And Seminar In Spanish	
or SCED-305N	Secondary Student Teaching And Seminar In Music	

¹ This course includes ten clock hours of observation and ten clock hours of service experience in an appropriate setting.

² Courses in the SCED 303 series must be taken concurrently with the appropriate clinical experience in the SCED 304 series. Music majors must complete 6 credit hours in the SCED 303 series (SCED-303I and SCED-303V), taken concurrently with MUS 393L

³ This course requires 100 clock hours of clinical experience with a cooperating teacher in the appropriate subject at a local secondary school. It must be taken concurrently with the appropriate course in the SCED 303 series. (See Clinical Experiences and Student Teaching section for application procedures)

⁴ This course requires full-time experience with a cooperating teacher in the appropriate subject at a local secondary school. (See Clinical Experiences and Student Teaching section for application procedures)

NOTE: No professional education course may be taken more than twice to achieve an acceptable grade. All students must consult with both the Academic Major advisor and the Secondary Education Major advisor while progressing through the professional sequence coursework, in pursuit of teacher licensure.

Requirements for the 9-12 MAT and TLP programs are found in the section of the Academic Catalog labeled "Master of Arts in Teaching in Secondary Education."

Bilingual/Bicultural Education

- Master of Arts in Teaching in Elementary Education with Bilingual Education Endorsement (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching/>)

Early Childhood Education

- Master of Arts in Teaching in Early Childhood Education (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching-early-childhood-education/>)

Elementary Education

- Master of Arts in Teaching in Elementary Education (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching/>)
- Master of Science in Teaching & Inquiry (<http://catalog.neiu.edu/education/teacher-education/master-science-teaching-inquiry/>)

Middle Level Education

- Master of Arts in Teaching in Middle Level Education (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching-middle-level-education/>)

Secondary Education

- Master of Arts in Teaching in Secondary Education (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-teaching-language-arts/>)
- Master of Science in Instruction in Language Arts: Secondary Education (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-science-instruction-language-arts/>)

STEM Teacher Mentorship and Leadership Graduate Certificate (<http://catalog.neiu.edu/education/teacher-education/stem-teacher-mentorship-graduate-certificate/>)

Timothy Duggan, Ed.D., Professor, Chair

Rachel A. Adeodu, Ph.D., Associate Professor
 Anastasia Breliaz, Ph.D., Associate Professor
 Alberto López-Carrasquillo, Ph.D., Professor
 Amina Chaudri, Ph.D., Professor
 Huseyin Colak, Ph.D., Associate Professor
 J. Ruth Dawley-Carr, Ph.D., Associate Professor
 Yi Hao, Ph.D., Associate Professor
 Hyewon (Hanna) Kim, Ph.D., Associate Professor
 Lindsay Maldonado, Ph.D., Assistant Professor
 Amanda Montes, Ph.D., Associate Professor
 Hector Morales, Ph.D., Associate Professor
 Selina Mushi, Ph.D., Professor
 Steven Wolk, Ed.D., Professor

Bilingual/Bicultural Education

BLBC-328A. Clinical Experiences. 3 Hours.

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for supervised interactions with children in selected content areas. Candidates meet with a university supervisor in weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required to complete the program.

Prerequisite: ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C.

Corequisite: BLBC-339.

BLBC-328B. Clinical Experiences. 3 Hours.

BLBC-328 B provides intensive clinical experience in elementary schools for students enrolled in ELED-306. The course involves supervised and graduated teaching interactions with children in literacy in grades 1-6 and includes weekly seminars. The seminars will provide intensive preparation and practice with edTPA and a focus on the clinical context. This course fulfills 100 of the 200 required clock hours of clinical experiences.

Prerequisite: ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C and ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and ELED-305 with a minimum grade of C and Illinois Content Area Test with a score of P.

Corequisite: ELED-306.

BLBC-329. Student Teaching In Elementary Grades. 7.5 Hours.

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with weekly class discussions. Teacher Candidates must submit a completed edTPA portfolio.

Requirements: completion of Blocks 1, 2 and 3; and all remaining required program courses

Prerequisite: Illinois Content Area Test with a score of P and ELED-306 with a minimum grade of C and BLBC-328B with a minimum grade of C and ELED-320 with a minimum grade of C and ELED-342 with a minimum grade of C.

Corequisite: EDFN-308.

BLBC-329B. Student Teaching In Elementary Grades. 3.75 Hours.

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

Requirement: Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

BLBC-338. Bilingualism And Education. 3 Hours.

This course introduces the fundamentals of bilingual education through the understanding of language and cultural diversity and the emergence of different bilingual teaching and learning situations in schools and communities. It is necessary to understand the politics and policies that govern those situations and the problems associated with them and the manner in which the emerging problems are handled and solved. All instructional problems and solutions are managed in line with the latest philosophies, theories, and principles of bilingual education and their application to culture and language diverse classroom situations.

BLBC-339. Culturally Responsive Teaching in Diverse Classrooms. 3 Hours.

This course will explore the social and educational issues faced by teachers in diverse classrooms. Students will examine the different cultural groups to which students and their families belong, paying special attention to issues of race, ethnicity, gender, class, language, sexual orientation, religion, ability, geography and age. This course will explore instructional strategies and culturally responsive practices for diverse learners.

BLBC-340. Teaching English Learners In Diverse Classrooms. 3 Hours.

This course presents candidates with the necessary academic and pedagogical preparation for teaching culturally and linguistically diverse (CLD) students in elementary classrooms who are limited English proficient (English learners). The aim of this course is to provide candidates with the research-based knowledge and skills necessary to differentiate instruction and assessment practices in the content areas for English learners. The focus is also on enabling candidates to create an effective learning environment in which English learners develop English language proficiency and literacy skills. Requisite: Admission to the College of Education.

BLBC-341. Methods of Teaching in Bilingual Classrooms. 3 Hours.

This course provides the necessary academic, pedagogical, sociocultural, and clinical preparation for teaching in diverse classrooms that serve culturally and linguistically diverse (CLD) students who are learning through the medium of the first (L1) and second languages (L2). A primary focus is on analyzing, evaluating, and developing the most appropriate materials, approaches, methods, and strategies that foster an effective learning environment in which CLD students acquire literacy, content knowledge and essential academic skills as well as respect for diverse languages and cultures.

BLBC-342. Assessment In The Bilingual Classroom. 3 Hours.

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan appropriate instructional objectives and performance based, classroom assessments for students who are English learners (ELs). Candidates will fully understand the difference between formative and summative assessments as well as large-scale versus classroom assessments. Candidates will also understand the process for developing and administering appropriate assessments, both formal and informal, for bilingual students in both the native language and in English. Candidates will properly assess students in all areas of the curriculum.

BLBC-429. Student Teaching In Bilingual Classrooms - Elementary. 6 Hours.

This course requires full-day student teaching under the tutelage of a certified bilingual cooperating teacher. Teacher candidates are required to take full responsibility for a class of culturally and linguistically diverse elementary students. Candidates attend weekly seminars and prepare for regular observations and conferences with university supervisors. Candidates are provided the opportunity to plan and implement longitudinal instructional units. Candidates apply knowledge and performance indicators as specified by the IL Professional Teaching Standards (IPTS) during an entire semester by assuming the full range of professional teaching duties in a classroom setting.

Requirement: Permission from Office of Student Teaching; Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, and the successful completion of all program courses with no more than two Cs and a minimum grade of B in both clinical courses

Prerequisite: Illinois Content Area Test with a score of P.

BLBC-429B. Student Teaching In Bilingual Classrooms-Elementary. 3 Hours.

This course requires full-day student teaching under the tutelage of a certified bilingual cooperating teacher. Teacher candidates are required to take full responsibility for a class of culturally and linguistically diverse elementary students. Candidates attend weekly seminars and prepare for regular observations and conferences with university supervisors. Candidates are provided the opportunity to plan and implement longitudinal instructional units. Candidates apply knowledge and performance indicators as specified by the IL Professional Teaching Standards (IPTS) during an entire semester by assuming the full range of professional teaching duties in a classroom setting. In this course, candidates complete licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

BLBC-438. Foundations Of Bilingual Education. 3 Hours.

This course introduces the fundamentals of bilingual education through the understanding of language and cultural diversity and the emergence of different bilingual teaching and learning situations in schools and communities. It is necessary to understand the politics and policies that govern those situations and the problems associated with them and the manner in which the emerging problems are handled and solved. All instructional problems and solutions are managed in line with the latest philosophies, theories, and principles of bilingual education and their application to culture and language diverse classroom situations.

BLBC-439. Cultural Diversity In Our Schools. 3 Hours.

This course explores various aspects of social and cultural diversity. It focuses on the development of richer and more systematic interpretations of the foundations of multicultural educational history, philosophy, policy and practice. The course aims to develop the ability to understand and describe how educational problems are often rooted in and are symptomatic of social issues. These challenges extend well beyond the classroom into families, communities, and local, national, and global economics and politics.

BLBC-440. Methods For Teaching English Learners In Diverse Classrooms. 3 Hours.

This course prepares candidates with the necessary academic and pedagogical preparation for teaching linguistically and culturally diverse students in elementary classrooms. The aim of this course is to provide candidates with the research-based knowledge and skills necessary to differentiate instruction and assessment practices in the content areas for English learners. The focus is also on enabling candidates to create an effective learning environment in which English learners develop English language proficiency and content knowledge.

BLBC-441. Methods For Teaching Content In Bilingual Classrooms. 3 Hours.

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan and evaluate program models, materials, instruction, and assessments for culturally and linguistically diverse (CLD) students who are learning English as a new language. Candidates will apply curricular models and pedagogical skills for meeting the needs of English learners (ELs) in the native language and in English. Candidates will teach students literacy skills through the content areas in both languages to foster biliteracy. Candidates will evaluate content area instructional materials for bilingual students.

BLBC-442. Assessment In Multilingual Classrooms. 3 Hours.

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan appropriate instructional objectives and performance based, classroom assessments for students who are English learners (ELs). Candidates will fully understand the difference between formative and summative assessments as well as large-scale versus classroom assessments. Candidates will also understand the process for developing and administering appropriate assessments, both formal and informal, for bilingual students in both the native language and in English. Candidates will properly assess students in all areas of the curriculum.

BLBC-443. Methods For Teaching Reading And Writing In Bilingual Classrooms. 3 Hours.

This course is designed to enable teacher candidates to plan and implement a content based, balanced, comprehensive biliteracy program for elementary students who are learning to read and write in two languages. Components of the course include understanding research on biliteracy instruction as it relates to first and second language acquisition in a diverse society. This course also addresses advanced methods for teaching reading and writing and the use of materials, including traditional print and digital media. Attention is given to reading and writing across content areas.

Requirement: Admission to the Graduate College.

Early Childhood Education

ECED-301. Curriculum And Instruction In Early Childhood Education. 3 Hours.

In this course, candidates learn to create developmentally appropriate lesson plans and implementation strategies for infants and toddlers (ages 0-3), preschool and kindergarten (ages 4-5), and primary grade children (ages 6-8). Appropriate classroom layouts, curricular materials, activities, learning centers, educational play, individualization of instruction, child guidance and classroom management techniques for each age range are discussed. Lesson plans created for infant/toddler, preschool and the primary grades are implemented within the course.

Prerequisite: EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

ECED-306. Methods Of Teaching Reading In Early Childhood. 3 Hours.

This course presents methods, techniques, materials and assessments for early literacy instruction. It examines the nature of the literacy processes (listening, speaking, reading, writing, viewing and visual representation), literacy development in the typically developing child, and the child with special needs. Attention is given to the five major areas of literacy instruction (phonological awareness, phonics, fluency, vocabulary and comprehension). Candidates learn how to use authentic assessment data to monitor children's progress and create flexible groupings for instructional purposes. They also learn strategies to differentiate instruction and support struggling and advanced readers. The course is integrated with technology.

Prerequisite: EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

ECED-313. Writing Intensive Program: Language Development And Educational Implications. 3 Hours.

This Writing Intensive Program (WIP) course is a study of young children's language development, communication theory and analysis of the five aspects of language knowledge-phonemes, semantics, syntax, morphemes and pragmatics. Major language acquisition theories, basic language development inventories and research on early brain development with regard to language growth are studied. Culture, gender, and socio-economic differences as well as the function of the home language in young children's development are discussed in relation to their effect on communication in the classroom. Developmentally appropriate screening tools, observation methods and language assessment approaches, are examined.

Prerequisite: ENGL-101 with a minimum grade of C and EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

ECED-316. Child, Family And Community. 3 Hours.

This course focuses on how to build trusting relationships with families and engage them in the education of their children. It examines various models of family involvement, advocacy and strategies for utilizing families' funds of knowledge, assets and resources that they bring to the school. Candidates create home learning activities that support families in engaging their children and locate, classify and catalogue community resources and programs that support children and families. Community health appraisal procedures are evaluated and emphasis is placed on building a culturally responsive classroom environment that fosters family, school and community cooperation.

Prerequisite: EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

ECED-325. Children's Literature Across The Curriculum. 3 Hours.

Methods, strategies and materials are presented for integrating children's literature across the curriculum in the early grades. Instruction focuses on how to choose books that are developmentally appropriate for children birth through 3rd grade, and how to provide them with enjoyable reading experiences of both fiction and non-fiction. Emphasis is on developing critical thinking skills and generating understanding in children through in-depth exploration of literary element in different genres. Text analysis is guided by reader response theory, which emphasizes the reading transaction balance between the reader, the text and the context. Focus is placed on non-fiction and various text structures.

Requirement: minimum cumulative GPA of 2.75 in professional courses is required

Prerequisite: EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and ECED-327A with a minimum grade of B and BLBC-340 with a minimum grade of C.

ECED-327A. Clinical Experiences In Early Childhood Education: Infant To Preschool. 3 Hours.

This 100-hour clinical provides a supervised field experience that allows candidates to be integrated into a classroom environment with children from age 0 to 4 under the guidance of a Cooperating Teacher and a University Supervisor. The course unites the theoretical concepts, methods, developmental milestones, and strategies including the basic principles and practices of personal, interpersonal and community health and safety. It emphasizes integrated language and literacy activities that encourage intellectual curiosity using interdisciplinary approaches in multi-ethnic classrooms. The supervised, field experiences are integrated with conferences and weekly classes. A grade of B or better is required to pass the course.

Requirement: minimum cumulative GPA of 2.75 in professional courses is required

Prerequisite: EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C.

ECED-327B. Clinical Experiences In Early Childhood Education: Kindergarten To 2nd Grade. 3 Hours.

This 100-hour clinical provides opportunity to interact with children in kindergarten, first, or second grade in school settings. Candidates will use interdisciplinary approaches to plan integrated language and literacy as well as Science, Technology, Engineering, Art and Math (STEAM) activities that encourage intellectual curiosity in multi-cultural classrooms. Emphasis is on differentiated instruction for all students. The supervised field experience is integrated with individual conferences and require weekly 3-hour class meetings throughout the semester. A grade of B or better is required to pass the course.

Requirement: a minimum cumulative GPA of 2.75 in professional courses

Prerequisite: EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and ECED-327A with a minimum grade of B and BLBC-340 with a minimum grade of C.

ECED-329. Student Teaching In Early Childhood. 9,12 Hours.

Student Teaching is the culminating experience of the teacher education program. Teacher candidates spend 16 weeks of full-time teaching in a Preschool, Kindergarten or Primary setting under the supervision of a licensed Cooperating Teacher and a University Supervisor. Teacher candidates apply theory to practice, referencing research-based topics including developmentally appropriate practice and integrating developmental domains into all curriculum areas. Teacher candidates reflect on their professional growth in planning, implementing, assessing and differentiating instruction to address individual strengths and needs and on using authentic assessment data to plan instruction. A minimum cumulative GPA of 2.75 in professional courses is required.

Requirement: Successful completion of all Block 4 courses and PASS Illinois Content Area Test

Prerequisite: ECED-327A with a minimum grade of B and ECED-327B with a minimum grade of B.

ECED-329B. Student Teaching In Early Childhood. 6 Hours.

Student Teaching is the culminating experience of the teacher education program. Teacher candidates spend 16 weeks of full-time teaching in a Preschool, Kindergarten or Primary setting under the supervision of a licensed Cooperating Teacher and a University Supervisor. Teacher candidates apply theory to practice, referencing research-based topics including developmentally appropriate practice and integrating developmental domains into all curriculum areas. Teacher candidates reflect on their professional growth in planning, implementing, assessing and differentiating instruction to address individual strengths and needs and on using authentic assessment data to plan instruction. A minimum cumulative GPA of 2.75 in professional courses is required.

ECED-338. Developmental Assessment Of Young Children. 3 Hours.

This course presents approaches, strategies, and tools for authentically assessing young children's development and learning from birth through second grade. Emphasis is on physical, socio-emotional, and mental/cognitive growth. Teacher candidates study varieties of academic achievement and screening tools to monitor children's progress in content-area benchmarks and developmental outcomes. Assessment is presented as an ongoing, informal practice that monitors children's interests, motivation and engagement in instruction, as well as the collection, organization and aggregation of data for communicating academic progress to stakeholders. Candidates discuss family involvement in assessing children's development and learning and how to create positive, high quality learning environments.

Requirement: minimum cumulative GPA of 2.75 in the professional sequence

Prerequisite: EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C.

ECED-352. Methods Of Teaching Language Arts, Music And Art In Early Childhood. 3 Hours.

In this interdisciplinary course, ECED candidates learn how to facilitate and support language development and children's creative expressions within the aesthetic domain through a variety of sensory experiences including art, drama, music, dance, and a variety of fine and gross motor movement activities. Candidates explore approaches to teaching art, and discuss methods and materials for supporting culturally responsive artistic expressions in young children. Candidates examine cultural dimensions of the visual arts, as well as the interrelations of visual arts and other forms of art, including drama, music, dance and movement. Candidates analyze technological tools for creating works of art.

Requirement: Minimum GPA of 2.75 in the professional sequence

Prerequisite: EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and BLBC-340 with a minimum grade of C and ECED-327A with a minimum grade of B.

ECED-355. Methods Of Teaching Mathematics, Science And Social Science In Early Childhood. 3 Hours.

This course explores methods and materials for teaching mathematics, science, and social science to young children in multicultural classrooms. ECED candidates explore major concepts and interdisciplinary approaches to learning, including connections to language and literacy. ECED candidates learn to teach U.S. history, world economic systems, and how to summarize and use data in Social Science with the integration of technology. Candidates study children's mathematical development, increase pedagogical knowledge and math proficiency. Science methods and principles include active exploration and experimentation within everyday environments. Emphasis is on preschool, kindergarten and primary grades. Classroom-management techniques conducive to successful individual and group lessons are discussed.

Requirement: minimum cumulative GPA of 2.75 in the professional sequence

Prerequisite: EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C.

ECED-375. Capstone Experience In Early Childhood Studies. 6 Hours.

The capstone provides students the opportunity to participate in high-level inquiry in an area of specialization within the field of early childhood. Capstone projects will be applied experiences that are inquiry-based and will bridge theory and practice. The capstone aligns student interests and needs within the early childhood field including, original research projects, literature reviews, program development and evaluation, and curriculum development and assessment. The capstone may also build on prior field experiences as appropriate. The capstone supervision and associated course will support students in the creation of their capstone project and provide opportunities for reflective practice.

Requirement: Minimum grade of C in not more than two courses completed in the Early Childhood Studies program. A minimum cumulative GPA of 2.5 in professional courses is required.

ECED-403. Early Childhood Assessment. 3 Hours.

Focuses upon the use and development of evaluation instruments for collecting information about young children. Instruments used will focus on individuality of the child and his unique growth trends and patterns of developmental needs. The materials studied will help the teacher to identify where the child is developmentally and to use instruments and techniques to evolve ways to help the individual child grow.

Prerequisite: PSYC-212 with a minimum grade of C and SPED-303 with a minimum grade of C.

ECED-408. Language Acquisition And Intervention Strategies For Teachers Of Young Children. 3 Hours.

Focuses upon the acquisition of language as the young child develops syntactic, semantic and pragmatic understanding. Differing viewpoints of language learning and cognitive interaction are presented. Techniques for both language assessment and intervention by the teacher of the young child are discussed. Reviews recent research and its applicability to assist the preschool teacher in facilitating language learning and evaluating existing language programs for using language as a tool of communication.

Prerequisite: (ECED-313 with a minimum grade of D or CIEC-313 with a minimum grade of D) and PSYC-215 with a minimum grade of C.

ECED-411A. Clinical Experiences In Early Childhood Education: Infant To Preschool. 3 Hours.

This 100-hour clinical provides a supervised field experience that allows candidates to be integrated into a classroom environment with children from age 0 to 4 years under the guidance of a Cooperating Teacher and a University Supervisor. The course unites the theoretical concepts, methods, developmental milestones, and strategies including the use of assessment tools, learning technologies, and practices of personal, interpersonal and community health and safety. It also emphasizes integrated language and literacy activities that encourage intellectual curiosity using interdisciplinary approaches in multi-ethnic classrooms. The supervised, field experiences are integrated with conferences, and weekly seminars. A grade of B or better is required to pass the course.

Requirement: acceptance to master's degree candidacy and 15 credit hours in core courses (ECED-402, ECED-410, ECED-452, LTCY-501, and ECED-408).

ECED-502. Theories, Philosophies And Technologies Informing Early Childhood Education And Assessment. 3 Hours.

This course reviews early philosophies, developmental theories and current technologies that inform/influence the understanding of young children's development, learning and assessment. Classroom implications are discussed, highlighting constructivist theories, approaches, strategies and techniques for effective instruction to meet individual needs of diverse groups of young children. Candidates are introduced to key concepts about how to assess children's development and learning through the observation method, play-based and other assessment techniques, and using assessment to inform instruction. Technological tools that promote children's development and learning as well as those used in collecting and organizing assessment information are discussed.

ECED-503. Early Childhood Curriculum And Assessment. 3 Hours.

This course studies the implications of research and learning theories on developing curriculum and assessment techniques for young children. Students investigate strategies for planning, teaching, using appropriate technologies, assessing, and evaluating young children's learning to promote physical, cognitive and social-emotional development. Teaching techniques for small-group, large-group and individual children are explored through observing and analyzing classroom interaction through major program models. Basic concepts in measurement are applied to select/develop and/or use assessment tools that yield reliable and valid data to inform instruction. Students discuss community resources, use of learning technologies, learner diversity and parent-teacher relationships to enrich children's learning.

ECED-504. Early Language Acquisition, Assessment, And School-Family Intervention Strategies. 3 Hours.

This course focuses on acquisition of language as young children develop phonemic, semantic, syntactic, morphemic and pragmatic understanding through receptive and expressive interaction with parents/caregivers. Based on brain research, the first three years of age are emphasized as critical time period for developing language. Parents'/caregivers' active involvement in children's verbal and nonverbal early language development, assessment and technology use are discussed. Students explore teaching and assessment techniques for preschool and school age children's development of language as a tool for communication and learning. Research on multiple languages and programs is discussed alongside cultural and linguistic diversity of families and classrooms.

ECED-505. Technology Integrated Practice In ECED: Methods Of Teaching/Assessing Language Arts, Music, And Art. 3 Hours.

This course explores advanced knowledge of the theoretical foundations, concepts, current research and methods of teaching and assessing language arts, music, drama and visual arts in Early Childhood. Students will learn how to facilitate language and literacy development and support culturally responsive artistic expression in young children through a variety of sensory experiences including art, drama, music, dance, and movement activities. Candidates will also analyze technological tools and develop appropriate assessments for creating, using and evaluating works of art.

ECED-506. Methods Of Teaching STEAM And Assessing Learning In Early Childhood. 3 Hours.

This course is designed to help students learn to teach Science, Technology, Engineering, Art and Math (STEAM) and Social Studies to preschool and primary school children and assess their learning. Students explore major concepts and approaches in all six areas and learn to plan and implement thematic units integrating content from all areas, and present it meaningfully to children. Students learn to develop and utilize a variety of assessment strategies and tools. Students also learn classroom management strategies and use of children's diversity as a resource for effective learning.

Corequisite: ECED-527B.

ECED-507. Research Seminar In Early Childhood Education. 3 Hours.

This capstone course presents fundamental concepts of systematic inquiry and assessment of learning in early childhood education. Various experimental designs and descriptive approaches to research are explored. Focusing on action research, students select research problems, develop and evaluate hypotheses/research questions, collect, organize and analyze data, and summarize findings to inform practice. Techniques for writing research proposals and reports are studied. Students examine strategies for maximizing reliability and validity of research and assessment processes to yield usable results. Students examine current technological tools to ease data organization, analysis and interpretation of findings. This capstone course requires a supervised research project.

Prerequisite: ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and ECED-506 with a minimum grade of C and ECED-527A with a minimum grade of C and ECED-527B with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C and LTCY-501 with a minimum grade of C.

ECED-510. Early Acquisition & Maintenance Of Multiple Languages. 3 Hours.

Students will study acquisition of multiple languages at an early age (by age 8), and analyze sociolinguistic factors that help maintain multiple languages throughout early childhood and beyond. Students will view and discuss language modules developed from brain research and relate them to individual experiences of early acquisition of multiple languages after interviewing individuals who grew up with two or more languages from early childhood and observing young children (0-8 years) who have been exposed to more than one language in their natural settings. Students will explore their personal philosophies of educating young children in multilingual classrooms.

ECED-511. Evaluation & Use Of Research In Early Childhood Education. 3 Hours.

This course introduces students to evaluating and using research in early childhood education, especially research on early brain development. Employing principles of systematic inquiry and fundamentals of early development and learning, students examine different kinds of research processes and reports to determine application within contexts of working with young children. In particular, students will analyze research reports on early development of the brain, and devise practical and contextually beneficial ways to utilize the research finding to enhance children's development and learning. Students will develop and use research-based, culturally and linguistically sensitive strategies to enrich children's experiences.

ECED-512. Global Perspectives In Early Childhood Education. 3 Hours.

Students will study, compare and contrast early childhood education policies, programs and practices in selected countries for the purpose of broadening and deepening knowledge about global education systems and how they interrelate. Students will create profiles of early education practices and the circumstances determining those practices. Electronic contacts will be created between NEIU students and students in other countries (preferably NEIU partnership schools) in order to provide opportunities for students to interact with teacher education candidates in other countries. Students will continue developing their personal philosophies of effective education for young children within multicultural and global contexts.

ECED-527A. Clinical Experiences In Early Childhood Education - Infant To Preschool. 1.5 Hour.

This 80-hour clinical provides two supervised field placements that allow candidates to be integrated into a classroom with children ages 0-2 (30 hours) and ages 3-4 years (50 hours) under the guidance of a Cooperating Teacher and a University Supervisor. The course unites the theoretical concepts, methods, developmental milestones, and strategies including the use of assessment tools and learning technologies with the application of interdisciplinary classroom approaches to promote personal, interpersonal and community health and safety in multi-ethnic classrooms. The supervised field experiences require weekly seminars. A grade of B or higher is required to pass the course.

Prerequisite: ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and LTCY-501 with a minimum grade of C.

ECED-527B. Clinical Experiences In Early Childhood Education - Kindergarten To 2nd Grade. 1.5 Hour.

In this 80-hour clinical, teacher candidates interact with children in kindergarten, first, or second grades in multicultural school settings. They plan and carry out integrated language, literacy and Science, Technology, Engineering, Art and Math (STEAM) and Social Science activities that capture children's interest and incorporate health and life skills. Candidates are required to respect children's diverse linguistic, cultural and family backgrounds to ensure that learning activities are free from bias. The supervised field experiences require weekly seminars throughout the semester. A grade of B or better is required to pass the course.

Prerequisite: ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and ECED-527A with a minimum grade of C and LTCY-501 with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C.

Corequisite: ECED-506.

ECED-529. Internship - Student Teaching In Early Childhood Education. 6 Hours.

This course offers supervised teaching experience for graduate students in the Master of Arts in Teaching in ECED program. Candidates will spend 16 weeks full-time teaching in Preschool/Primary settings under the supervision of a Cooperating Teacher and a University Supervisor. Five University supervisor observations are integrated with weekly two-hour seminars throughout the semester. Candidates will reflect on their professional growth in planning, instruction, using authentic assessment, learning technology and differentiated instruction to address individual strengths and needs. Candidates will also complete edTPA portfolio as required by the State. A grade of B or better is required to pass the course.

Prerequisite: ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and ECED-506 with a minimum grade of C and ECED-527A with a minimum grade of C and ECED-527B with a minimum grade of C and LTCY-501 with a minimum grade of C and BLBC-440 with a minimum grade of C and SPED-404 with a minimum grade of C.

Elementary Education

ELED-109. First Year Experience: Building Chicago One Teacher At A Time. 3 Hours.

In this course the five foundations (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) of Northeastern's First-Year Experience program are taught alongside an introduction to content specific to the discipline of Teaching of Elementary Education. Introduction to Chicago schools, communities, and diverse student population as well as curricular models, school structures and best practices in teaching.

ELED-300. Instructional Design In The 21st Century Classroom. 1.5 Hour.

This course prepares future elementary school teachers to teach all learners in today's classrooms. Special focus is given to teaching students in grades 1-6 with a variety of needs and abilities, including English language learners, students with disabilities, gifted/talented students, and reluctant students.

This diversity brings some challenges for teachers. Strategies and practices are taught to prepare future teachers for these challenges in instruction and assessment.

Prerequisite: EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

Corequisite: SPED-317.

ELED-302. Writing Intensive Program: Foundation Of Teaching The English Language Arts. 3 Hours.

This course is designed to provide candidates with an overview of learning theories, practices, curriculum design and materials used in teaching Language Arts in grades 1-6. Language Arts instruction includes mastery of six language arts competencies: reading, writing, listening, talking, viewing and visual representation. The course addresses differentiating instruction to meet the needs of diverse learners with attention to special needs students and English Learners (ELs). This is a writing intensive course affording students the opportunity to demonstrate competency in writing in various genres.

Prerequisite: EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

Corequisite: ELED-308.

ELED-303. Children's And Young Adult Literature. 1.5 Hour.

This course familiarizes students with quality children's and young adult literature for elementary and middle grades. Students will learn to select, discuss, and critique books appropriate for this age range. Assigned readings and projects will enable students to develop critical, analytical and instructional skills for integrating culturally diverse children's literature across the curriculum.

Prerequisite: ELED-302 with a minimum grade of C and ELED-300 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

Corequisites: ELED-309, ELED-328A.

ELED-304. Inquiry-Based Social Studies In The Elementary Grades. 3 Hours.

This course explores teaching, learning, and curriculum for all elementary students in grades 1-6. The course has an emphasis on creating an inquiry-based social studies classroom, designing project-based curriculum units, and finding and teaching with real-world resources. The course explores the vital role of social studies in a democratic society, social responsibility, teaching critical thinking, decision-making, and problem solving skills, and includes a focus on curricular integration of cultural diversity, global awareness, technology, and integrating literature in social studies. Students will also explore integrating standards and teaching skills for reading and writing informational texts in social studies.

Prerequisite: ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C.

ELED-305. Teaching Science In The Elementary School. 3 Hours.

This course focuses on the development of elementary science teaching skills and knowledge in grades 1-6. Emphasis is placed on designing inquiry-based science lessons to help linguistically and culturally diverse students engage in science. It addresses the importance of teaching scientific inquiry, the nature of science, and process skills using educational technologies and applying a 5E learning cycle to plan, teach, evaluate, and reflect on science lessons. The course content reflects the curricular emphases of the Next Generation Science Standards (NGSS).

Prerequisite: ELED-300 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

ELED-306. Methods Of Literacy Instruction. 3 Hours.

This course is designed for pre-service teachers to develop the knowledge and skills to teach literacy in elementary level classrooms, grades 1-6.

Content includes: concepts of print, phonemic awareness, phonics, word knowledge, comprehension, and the writing process, assessment, grouping strategies and differentiated instruction. Issues of diversity and equity as they relate to literacy teaching and learning in today's 21st century context will be threaded throughout the course with an emphasis on working with diverse student populations.

Prerequisite: BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C and ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and ELED-305 with a minimum grade of C.

Corequisite: ELED-328B.

ELED-308. Instructional Design. 3 Hours.

This course is an introduction to long and short-term curriculum planning and instruction. Candidates learn about the decisions involved in creating classroom communities that are inclusive, culturally responsive, and engaging.

Prerequisite: EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

ELED-309. Content Area Literacy. 1.5 Hour.

In this course, candidates will develop the knowledge, skills, and understandings to support the literacy development of students in elementary grades (1-6) with a focus on literacy in the content areas. Topics include: learning theories, literacy strategies in specific disciplines, assessment, differentiation, use of informational text, technology, and planning for instruction. Issues of motivation, engagement and cultural relevance are integrated throughout.

Prerequisite: ELED-300 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

Corequisite: ELED-303.

ELED-310. Methods Of Teaching Mathematics In The Elementary Grades. 3 Hours.

This course is a study of instructional methods and materials for teaching mathematics to grades 1-6 elementary school level students, including linguistically, culturally diverse learners and exceptional children. Students explore theoretical and practical frameworks and develop materials, lessons, techniques, and assessments for the teaching of early and late elementary grade mathematics. Students engage in mathematical processes to promote critical thinking and explore elementary level math concepts and skills. Problem solving, modeling, teaching, and integrating elementary level mathematics in various content areas are emphasized.

Prerequisite: MATH-149 with a minimum grade of C.

Corequisite: ELED-308.

ELED-313. Literature And Literacy In The Content Areas. 3 Hours.

In this course, candidates will develop the knowledge and skills to support literacy development across the curriculum. Candidates will learn to select, analyze, and evaluate culturally diverse children's literature for use in the content areas.

ELED-316. Critical Issues In Education. 3 Hours.

In this course, candidates will examine pedagogical elements such as curriculum, instruction, assessment, classroom management, and more, through critical historical and contemporary perspectives.

ELED-320. Classroom Management. 1.5 Hour.

This course will provide teacher candidates with the theoretical and practical foundations necessary to manage and organize the classroom. The class will explore strategies and approaches for guiding student behavior, fostering engagement, and designing a classroom conducive to student learning. Candidates will develop a personal management plan based on the theorists examined and practical examples shared. Candidates will also design an ideal classroom to demonstrate understanding of creating learning contexts to motivate and engage all students.

Prerequisite: ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C.

ELED-328A. Clinical Experiences. 3 Hours.

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for supervised interactions with children in selected content areas. Candidates meet with a university supervisor in 3 weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required by the State for licensure.

Prerequisite: ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C.

Corequisite: BLBC-339.

ELED-328B. Clinical Experience In Elementary Education. 3 Hours.

ELED-328B provides intensive clinical experience in elementary schools for students enrolled in ELED-306. Involves supervised and graduated teaching interactions with children in literacy in 1-6 classrooms and includes weekly seminars. The seminars will provide intensive preparation and practice with EdTPA and a focus on the clinical context. This course fulfills 100 of the 200 required clock hours of clinical experiences.

Prerequisite: ELED-300 with a minimum grade of C and ELED-309 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C.

Corequisite: ELED-306.

ELED-329. Student Teaching In Elementary Grades. 7.5-9 Hours.

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with weekly class discussions.

Prerequisite: Illinois Content Area Test with a score of P.

ELED-329B. Student Teaching In Elementary Grades. 3.75 Hours.

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

Requirement: Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

ELED-342. Classroom Assessment. 1.5 Hour.

Provides the teacher candidates with a thorough understanding of the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools. Candidates will examine the appropriate uses of formative and summative assessments for determining student needs, measuring student growth, and evaluating student outcomes. Candidates will understand how to make evidence-based decisions about curricular and instructional effectiveness and how to adjust practice to meet the needs of all students.

Corequisite: ELED-320.

ELED-403. Teaching Mathematics In Elementary Grades. 3 Hours.

This course is for prospective elementary school teachers to learn methods of teaching mathematics in grades 1-6, with an emphasis on culturally and linguistically diverse students, exceptional students, and gifted students in multicultural classrooms. The course provides teacher candidates an opportunity to reflect on their beliefs about teaching, learning, and expectations for students. Additionally, teacher candidates will become familiar with Common Core State Standards for Mathematics, different instructional models, teaching aids for learning mathematics concepts, and current technological resources for teaching mathematics.

ELED-406. Research Skills For The Classroom Teacher. 3 Hours.

Enables the regular classroom teacher to use tools and procedures that will demonstrate the working effectiveness of any instructional practice; thus, the teacher will develop data that will foster constructive decision-making for continued curriculum building.

ELED-414. Principles Of Curriculum Development. 3 Hours.

Fundamental criteria for curriculum planning and the principal types of curriculum patterns as they apply to various subject-matter disciplines; emphasis focused on the student's subject area of specialization and its applicability to the improvement of the curriculum in the classroom and in the school; study of selection and organization of learning experiences, as well as objectives and evaluation.

Prerequisite: EDFN-406 with a minimum grade of C.

ELED-415. Teaching Science As Inquiry In Elementary Grades. 3 Hours.

This course focuses on the development of elementary science teaching skills and knowledge in grades 1-6. Emphasis is placed on designing and implementing inquiry-based interdisciplinary science lessons to help linguistically and culturally diverse students engage in science. It addresses the importance of teaching scientific inquiry within the Next Generation Science Standard (NGSS) Framework, the nature of science, research and practices using classroom technologies, science misconceptions, differentiated instruction, classroom management, and informal and formal assessment strategies.

ELED-416. Teaching Social Studies As Inquiry In Elementary Grades. 3 Hours.

This course explores the theory and practice of teaching social studies in the elementary grades 1-6 with an emphasis on creating an inquiry-based classroom and designing project-based curriculum. Teacher candidates will learn about the vital role of social studies in a democratic society, teaching critical thinking and decision-making. The course includes a focus on cultural diversity, global awareness, technology, using children's literature in social studies, multiple forms of assessment, and standards. Candidates will also explore strategies for reading and writing informational texts in social studies. ELED-428C Clinical in the Content Areas will be taken simultaneously.

ELED-417. Multicultural Literature And Drama In The Elementary Classroom. 3 Hours.

Develops an in-depth understanding of multicultural literature and its application in the classroom through creative drama techniques which include improvisation, role-play, playmaking and guided imagery. Study, discussion and hands-on application through cooperative learning groups focusing on exploration of theoretical and pedagogical research and their relationship to thinking, listening, speaking, reading and writing competencies. Exploration of the use of visual arts and its application to the multicultural classroom.

ELED-418. Theoretical Implications For Instruction In The Elementary Classroom. 3 Hours.

The contributions of learning psychologists that are applicable to the teaching-learning process; areas explored include implications of learning in curriculum design, instructional methods, educational decisions and in the use of learning resources; relevant for the classroom teacher who attempts to utilize learning concepts in the classroom and in research.

ELED-419. Current Issues In Elementary Language Arts Instruction. 3 Hours.

Developmental of an understanding of principles and techniques of instruction in elementary school language arts; students to investigate research as it relates to the improvement of instruction in language arts.

ELED-428. Clinical Teaching. 1 Hour.

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience and seminar focus on literacy instruction in elementary classrooms. Students will conduct classroom observations and practice teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of three times. Taken concurrently with ELED-504.

ELED-428A. Clinical Teaching: Literacy. 1 Hour.

This 50-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a thematic focus on teaching reading, writing, and speaking. Clinical seminar is integrated into ELED-504 and ELED-435. Students will conduct classroom observations and will spend a minimum of 35 hours teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of two times.

Prerequisite: ELED-506 with a minimum grade of B and EDFN-442 with a minimum grade of B.

Corequisites: ELED-435, ELED-504.

ELED-428B. Clinical Diversity. 1 Hour.

This 50-hour clinical experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a thematic focus on teaching for human diversity, including cultural, linguistic, English language learners, students with special needs, gender, LGBTQ, and socioeconomic. Clinical seminar is integrated into BLBC-440. Students will conduct classroom observations and will spend a minimum of 35 hours teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of two times. Concurrency with EDFN-406 Human Development & Learning OR SPED-404 Survey of the Field of Special Education.

Prerequisite: ELED-506 with a minimum grade of B and (INMD-410 with a minimum grade of B or EDFN-442 with a minimum grade of B).

Corequisite: BLBC-440.

ELED-428C. Clinical Teaching: Content Areas. 1 Hour.

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a content area and inquiry focus integrated through ELED-416 and a weekly seminar. Teacher candidates will observe as well as teach one-on-one, small groups, and the whole class in a content area. A university supervisor will observe students teaching a minimum of three times, once per subject. To be taken concurrently with ELED-416.

ELED-429. Internship In Elementary Education. 6 Hours.

In this course teacher candidates are engaged in full-time student teaching for the entire semester in an elementary classroom within grades 1-6. With support from their cooperating teacher and university supervisor, candidates gradually increase their classroom responsibilities and then assume responsibility for all curriculum planning and teaching for a minimum of five weeks. In this course, candidates complete their Illinois licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

Requirement: Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.

ELED-429B. Internship In Elementary Education. 3 Hours.

In this course teacher candidates are engaged in full-time student teaching for the entire semester in an elementary classroom within grades 1-6. With support from their cooperating teacher and university supervisor, candidates gradually increase their classroom responsibilities and then assume responsibility for all curriculum planning and teaching for a minimum of five weeks. In this course, candidates complete their licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

Requirement: Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.

ELED-430. Trends And Issues In Assessment. 3 Hours.

Reviews principles of educational testing and evaluation. Explores trends and critical issues in assessment with emphasis on the teacher's role in relating assessment to instructional objectives. Provides opportunities for students to study assessment strategies and issues specific to the level (elementary or secondary), linguistic-cultural background, and subject-matter area of their teaching or internship assignment.

ELED-435. Children's And Young Adult Literature. 3 Hours.

Students will read, peruse, and study all genres of diverse literature written for elementary and middle school students, grades 3-8, as well as some appropriate young adult literature. Topics emphasized are: identifying and locating high quality books, evaluating books for appropriate developmental stages, critical reading, integrating literature across the curriculum, designing curriculum with literature, teaching reading with literature, creating classroom libraries, using a wide variety of multicultural and global literature, connecting books to real-world resources, using literature to cover standards, motivating students to read, and appreciating good writing.

ELED-453. Inquiry-Based Social Studies Instruction. 3 Hours.

This course is a study of instructional methods and materials for teaching social studies through inquiry. Explores approaches to promoting children's cognitive and affective knowledge and understanding in the social sciences, including history, current events, and critical thinking skills. The course includes an exploration of teaching for cultural diversity, global awareness, and critical citizenship skills and dispositions, along with a focus on creating an inquiry-based social studies classroom, the teacher as a creator of curriculum and an in-depth examination of the literature within the field of social studies education.

ELED-501. Curriculum And Instruction. 1 Hour.

This course introduces teacher candidates to the fundamentals of curriculum and instruction: teaching and learning processes, instructional planning, classroom management, and critical thinking. Candidates explore the relationships between theory and practice and learn about the connections between individuals, classrooms and communities.

ELED-504. Teaching Writing: Purpose, Voice, Craft. 3 Hours.

This course is designed to provide teacher candidates with an in-depth exploration of Writer's Workshop and the theory, best practices, curriculum design and materials used in writing in the K-8 school setting. Candidates will engage in writing in a variety of genres using the Writing Workshop model. The course addresses differentiating instruction to meet the needs of diverse learners. To be taken concurrently with ELED-428 or MLED-428.

ELED-506. Research Methodologies For Classroom Teachers. 3 Hours.

A general survey of qualitative and quantitative research methods in educational research. The aim of this course is to develop candidates' abilities to design and conduct classroom-based inquiry related to teaching and learning. This course is designed to make candidates knowledgeable consumers of academic research. The survey of methods includes; a brief analysis of paradigms in qualitative and quantitative research, a discussion of the inquiry process, and an synthesis of research designs including; survey, narrative, experimental, ethnographic, correlation, case study, and action research. Action research design is discussed in details. This course is the first course in the sequence of 3 research courses (ELED-506, ELED-507, ELED-508).

ELED-507. Action Research Design Seminar. 1 Hour.

Candidates will design an action research plan that involves identifying a significant problem related to student learning in their current classroom. Candidates will locate and review relevant research on the designated problem, and design an intervention plan that will allow the candidate to examine the impact of instructional procedures or interventions on student learning. Candidates will develop reflective decision-making in using data to improve learning in elementary classrooms.

Prerequisite: ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B and ELED-520 with a minimum grade of B and BLBC-439 with a minimum grade of B.

ELED-508. Action Research Project. 3 Hours.

This course guides students through finalizing their action research design, implementing that design, collecting data, analyzing their data, and writing their action research paper. Students will implement their action research project in their classroom with a focus on understanding the process of data collection and analysis. Students will write their project as a major paper (including the literature study they completed in ELED-507 Action Research Design Seminar), and formally present their project as a PowerPoint to the class. This is a thesis-model hybrid course with some of the work and feedback given online and in conferences with the Instructor.

Prerequisite: ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B and ELED-520 with a minimum grade of B and BLBC-439 with a minimum grade of B and ELED-507 with a minimum grade of B.

ELED-520. Curriculum And Inquiry. 3 Hours.

This course is an overview of curriculum theory, development, design, and implementation for the experienced classroom teacher. The focus is on understanding the theory and practice of inquiry-based and project-based curriculum across subject disciplines, authentic literacy, and finding and using interesting and diverse real-world resources. Course emphasis is also on the history of curriculum development and schooling; and creating multicultural, critical, and creative curriculum that integrates technology, the arts, critical thinking, and standards. Students will critique and analyze their school curriculum and resources, and design curricular units for their own classroom.

Prerequisite: ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B.

ELED-525. New Literacies For The 21st Century. 3 Hours.

This course explores how the ideas and understandings of "literacy" have changed and evolved over the past century, the new literacies that are vital to life in the 21st century, and strategies for teaching those literacies. This course develops an understanding of designing curriculum and strategies for teaching critical thinking skills; collaboration; problem solving skills; media, technology, and information literacy; creativity and imagination; innovative thinking; civic, multicultural, and global literacy; critical literacy; environmental literacy; and systems thinking. The course will begin to study the theory and practice of inquiry-based, project-based, and problem-based teaching and learning, as well interdisciplinary curriculum and different forms of 21st century assessment, such as student exhibitions and presentations.

Middle Level Education

MLED-301. Curriculum & Instruction In The Middle School. 3 Hours.

The relationship of theory to practice is studied in a variety of middle school curricula. Analyses and interpretations of teaching-learning processes are conducted. Special attention is directed to: (1) instructional objectives in planning, (2) application of theories of adolescent development, learning, classroom management, and instructional methodology to multicultural curriculum development, (3) unit and lesson planning, and (4) evaluation techniques. Strategies for meeting the needs of students with special needs are explored.

MLED-302. Writing Intensive Program: Foundations Of Teaching English Language Arts In Middle Grades. 3 Hours.

This course is designed to provide candidates with an overview of the theory, best practices, curriculum design, and materials used in teaching language arts at the middle school level grades 5-8. Language Arts instruction includes mastery of six language arts competencies: reading, writing, listening, talking, viewing and visual representation. The course addresses differentiating instruction to meet the needs of diverse learners with attention to special needs students and English learners. This is a writing intensive course affording students the opportunity to demonstrate competency in writing in various genres.

Prerequisite: College of Education Admission with a score of Y.

Corequisite: ELED-308.

MLED-304. Inquiry-Based Social Studies In The Middle Grades. 3 Hours.

This course explores teaching, learning, and curriculum in middle grade social studies. The course has an emphasis on creating an interdisciplinary inquiry-based social studies classroom, designing project-based curriculum units, and finding and teaching with real-world resources. The course explores the vital role of social studies in a democratic society, social responsibility, teaching critical thinking, decision-making, and problem solving skills, and includes a focus on curricular integration of cultural diversity, global awareness, technology, and integrating literature in social studies. Students will also explore integrating standards and teaching skills for reading and writing informational texts in social studies.

Prerequisite: College of Education Admission with a score of Y.

MLED-305. Methods Of Teaching Science In Middle School. 3 Hours.

This course prepares middle level teacher candidates to teach science skills and content. Emphasis is upon the nature of science and scientific inquiry, interdisciplinary inquirybased teaching, multicultural science teaching, classroom management, data-driven assessments, science and civic engagement (i.e., service learning), and contemporary research and practice for science pedagogy in grades 5-8. Innovative education technology is applied to promote candidates' problem solving and effective science teaching and learning as an integral aspect of the course.

Prerequisite: College of Education Admission with a score of Y.

MLED-306. Methods Of Literacy Education In Middle School. 3 Hours.

This course is designed for candidates to develop the knowledge and skills to teach literacy in middle level classrooms, grades 5#8. Content includes: learning theories, vocabulary, comprehension, the writing process, assessment, and differentiation. Issues of diversity and equity as they relate to literacy teaching and learning in today's 21st century context will be threaded throughout the course and grounded in research on adolescent development.

Prerequisite: BLBC-339 with a minimum grade of B and MLED-328A with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-309 with a minimum grade of B.

MLED-309. Reading And Writing In The Content Areas. 1.5 Hour.

In this course candidates will develop the knowledge, skills, and understandings to support the literacy development of students in middle grades (5#8) with a focus on literacy in the content areas. Topics include: learning theories, literacy strategies in the disciplines, assessment, differentiation, use of informational text, technology, and planning for instruction. Issues of motivation, engagement, and cultural relevance are integrated throughout.

Prerequisite: ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and (MLED-310 with a minimum grade of B or MLED-305 with a minimum grade of B or MLED-304 with a minimum grade of B).

Corequisite: ELED-303.

MLED-310. Math Methods In The Middle Grades. 3 Hours.

This course is a study of instructional methods and materials for teaching mathematics to middle level students, including linguistically, culturally diverse learners and exceptional children. Students explore theoretical and practical frameworks and develop materials, techniques, and assessments for the teaching of middle school mathematics in grades 5-8. Students engage in mathematical processes to promote critical thinking and explore middle level math concepts and skills. Problem solving, modeling, and teaching middle school mathematics in interdisciplinary contexts are emphasized.

Prerequisite: College of Education Admission with a score of Y.

MLED-328A. Clinical Experience English Learners In Middle Grades. 3 Hours.

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in grades 6#8 middle level classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for observations and supervised teaching with English learners. Candidates meet with a university supervisor in weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required by the State for certification/licensure.

Prerequisite: ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and (MLED-304 with a minimum grade of B or MLED-305 with a minimum grade of B or MLED-310 with a minimum grade of B).

MLED-328B. Clinical Experience Literacy In Middle Grades. 3 Hours.

This seminar provides clinical experience in middle school for students enrolled in MLED-306. The clinical involves observation and supervised teaching with a focus on literacy in grades 6#8 classrooms. The seminars will provide an overview and preparation to complete edTPA during student teaching. This course fulfills 100 of the 200 required clock hours of clinical experiences.

Prerequisite: BLBC-339 with a minimum grade of B and MLED-309 with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-328A with a minimum grade of B.

MLED-328M. Clinical Experiences In Elementary/Middle School Math. 1 Hour.

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Includes a biweekly seminar meeting on campus and 50 clock hours of individual visits to a local K-8 school with a strong emphasis on middle level mathematics teaching that effectively integrates science into the curriculum. Must be taken with the academic methods course and academic and clinical experiences courses for science. Currently taken only by MSTQE math-science minors in the term before student teaching and completion of the program.

Prerequisite: MLED-301 with a minimum grade of C and MLED-340 with a minimum grade of C and MLED-335 with a minimum grade of C.

MLED-328S. Clinical Experiences In Elementary/ Middle School Science. 1 Hour.

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Includes a biweekly seminar meeting on campus and 50 clock hours of individual visits to a local K-8 school with a strong emphasis on middle level science teaching that effectively integrates mathematics into the curriculum. Must be taken with the academic methods course and academic and clinical experiences courses for mathematics. Currently taken only by MSTQE math-science minors in the term before student teaching and completion of the program.

Prerequisite: MLED-301 with a minimum grade of C and MLED-340 with a minimum grade of C and MLED-335 with a minimum grade of C.

MLED-329. Student Teaching In The Middle School. 7.5-9 Hours.

This course is 16 weeks of full#day student teaching under the tutelage of a licensed cooperating teacher in a middle school classroom in the candidate's endorsement area. Candidates are required to take full responsibility for a class of middle school students, attend weekly seminars, and prepare for regular visits with the university supervisor.

Prerequisite: Illinois Content Area Test with a score of P and MLED-328A with a minimum grade of B and MLED-328B with a minimum grade of B.

MLED-329B. Student Teaching In Middle Grades. 3.75 Hours.

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

Requirement: Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

MLED-335. Teaching Science At The Middle School/ Elementary Levels W/ Problem Solving. 3 Hours.

A study of instructional methods and materials for teaching science to all K-9 students, focusing on the development of lessons and units that promote scientific thinking, utilization of basic scientific principles, and inquiry approaches to learning. Strong emphasis on: (1) planning and methodology to meet the unique needs of middle school science students and (2) integrating mathematics throughout the middle school science curriculum. Includes 50 clock hours of clinical experience with local K-9 teachers of science who effectively integrate mathematics into curriculum.

MLED-340. Teaching Mathematics At The Middle School/ Elementary Levels W/ Problem Solving. 3 Hours.

A study of instructional methods and materials for teaching mathematics to all K-9 students, focusing on the development of lessons and units that promote mathematical thinking, utilization of basic mathematical principles, and inquiry approaches to learning. Strong emphasis on: (1) planning and methodology to meet the unique needs of middle school mathematics students and (2) integrating science throughout the middle school mathematics curriculum. Includes 50 clock hours of clinical experience with local k-9 teachers of mathematics who effectively integrate science into curriculum.

MLED-350. Teaching Interdisciplinary Curriculum In Middle School. 3 Hours.

This course focuses on the philosophy of teaching middle school and the theory and practice of designing interdisciplinary curriculum in the middle grades 5-8. The course explores the unique characteristics and integration of the organization of middle grades and teaching adolescents. The course includes designing projectbased learning across the disciplines, integrating 21st century skills, teaching through inquiry, and literacy across the curriculum. The course also studies thematic curriculum, integrating standards across the curriculum, working in collaborative teams, and a variety of authentic, formative, and summative assessments.

Prerequisite: BLBC-339 with a minimum grade of B and MLED-309 with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-328A with a minimum grade of B.

MLED-403. Methods Of Teaching Mathematics In Middle School. 3 Hours.

This course involves the investigation and development of research, methodology, techniques, content, and teaching aids for the teaching of mathematical concepts to all middle grade students, grades 5-8, including special needs, EL, LEP, exceptional, and gifted in diverse, multicultural classrooms. Different instructional models will be explored, research methods considered, current resources identified, and collaborative efforts will be investigated. The course includes a focus on differentiation and appropriate classroom management techniques.

MLED-415. Teaching Science As Inquiry In Middle School. 3 Hours.

This course prepares middle level teacher candidates to teach science skills and content in grades 5-8. Emphasis is upon the nature of science and scientific inquiry, interdisciplinary inquiry-based teaching, multicultural science teaching, classroom management, formal and informal assessments, STEM (Science, Technology, Engineering, and Mathematics), science and civic engagement (i.e., service learning), and contemporary research and practice for science pedagogy for diverse adolescent learners. Innovative education technology is applied to promote candidates' problem solving and effective science teaching and learning as an integral aspect of the course.

MLED-416. Social Studies As Inquiry In The Middle Grades. 3 Hours.

This course is a study of the theory and practice of teaching social studies in middle grades 5-8. The course has an emphasis on creating an inquiry-based classroom and designing project-based units. The course explores the vital roles of social studies in a democratic society, including active and critical citizenship, social responsibility, teaching critical thinking, decision-making, and problem solving. The course focuses on curricular integration of cultural diversity, global awareness, technology, integrating literature, and strategies for reading and writing informational texts. The course includes teaching with standards and applying assessment strategies.

MLED-428. Clinical Teaching In The Middle Grades. 1 Hour.

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience and seminar focus on literacy instruction in middle grade classrooms. Students will conduct classroom observations and practice teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of three times.

MLED-428A. Clinical Experience: Literacy In The Middle Grades. 1 Hour.

This 50-hour clinical teaching experience involves supervised and graduated literacy observation and teaching with middle level students in grades 5-8. This clinical experience has a thematic focus on teaching literacy (language arts). Students will conduct classroom observations and spend a minimum of 35 hours teaching literacy one-on-one, in small groups, and the whole class. A university supervisor will observe students teaching a minimum of two times.

Corequisite: ELED-504.

MLED-428B. Clinical Experience English Learners. 1 Hour.

This course provides teacher candidates who are enrolled in BLBC-440 Culture and Language in Diverse Classrooms with clinical experience in grades 5-8 in middle level elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for observation and teaching middle grade English learners. This course fulfills 50 clock hours of the 200 clinical experience hours required by the MAT/ MLED program. MLED candidates will be observed teaching a minimum of two times by their University Supervisor.

Corequisite: BLBC-440.

MLED-428C. Clinical Experience Endorsement Areas In The Middle Grades. 1 Hour.

This 100-hour clinical experience involves supervised teaching with middle level students in grades 5-8 in the candidate's endorsement area (literacy, social studies, math, or science). All 100 hours will be in the endorsement area and participation in grade-level team activities. The clinical seminar is integrated into the methods courses being taken concurrently (LTCY-502, MLED-450 or EDFN-450, MLED-403, MLED-415, or MLED-416). Students will conduct classroom observations and will spend a minimum of 75 hours teaching one-on-one, in small groups, and the whole class. A university supervisor will observe students teaching a minimum of three times. Taken concurrently with at minimum ONE of the following courses in the candidates' endorsement area: LTCY-502 Content Area Literacy; MLED-403 Teaching Math MG; MLED-415 Teaching Science MG; MLED-416 Teaching Social Studies MG.

MLED-429. Internship In The Middle Grades. 6 Hours.

This course is the seminar for student teaching in the middle grades. Candidates are engaged in full-time student teaching for 16 weeks in their endorsement area. With support from their Cooperating Teacher and University Supervisor students gradually increase their classroom responsibilities and then assume complete responsibility for all curriculum planning and teaching for five weeks. Students will design and teach an original instructional unit. In this course students complete their Teacher as Learner Presentation (TLP). The University Supervisor will observe candidates teaching a minimum of five times. Completion of all required content courses to earn the endorsement (math, science, literacy, social studies).

Prerequisite: ELED-506 with a minimum grade of C and EDFN-442 with a minimum grade of C and ELED-435 with a minimum grade of C and ELED-504 with a minimum grade of C and LTCY-402 with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C and EDFN-405 with a minimum grade of C and ELED-525 with a minimum grade of C and MLED-450 with a minimum grade of C and MLED-428A with a minimum grade of B and MLED-428B with a minimum grade of B and MLED-428C with a minimum grade of B and (ELED-403 with a minimum grade of C or MLED-415 with a minimum grade of C or MLED-416 with a minimum grade of C).

MLED-429B. Internship In The Middle Grades. 3 Hours.

This course is the seminar for student teaching in the middle grades. Candidates are engaged in full-time student teaching for 16 weeks in their endorsement area. With support from their Cooperating Teacher and University Supervisor students gradually increase their classroom responsibilities and then assume complete responsibility for all curriculum planning and teaching for five weeks. Students will design and teach an original instructional unit. In this course students complete their Teacher as Learner Presentation (TLP). The University Supervisor will observe candidates teaching a minimum of five times. Completion of all required content courses to earn the endorsement (math, science, literacy, or social studies).

Requirement: Completion of all MAT MLED program courses, completion of all content courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.

MLED-450. Interdisciplinary Curriculum Design In Middle School. 3 Hours.

This course explores the unique philosophy of middle school and the design of interdisciplinary curriculum. MLED-450 includes the study of the theory, design, implementation, and practice of interdisciplinary curriculum in the middle grades 5-8. The course emphasizes designing authentic learning experiences, inquiry-based and project-based learning across the disciplines, and teaching literacy across the curriculum. The course also focuses on working in collaborative teams, connections to the school community, integrating standards, and a variety of forms of assessment. Taken concurrently with ONE of the following in the candidate's endorsement area: LTCY-502 Reading; MLED-403 Teaching Math; MLED-415 Inquiry Science MS; MLED-416 Social Studies MG.

Prerequisite: ELED-506 with a minimum grade of C and EDFN-442 with a minimum grade of C and ELED-435 with a minimum grade of C and ELED-504 with a minimum grade of C and LTCY-513 with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C and EDFN-405 with a minimum grade of C and ELED-525 with a minimum grade of C.

Secondary Education

SCED-301. Writing Intensive Program:Methods Of Teaching On The Secondary Level. 3 Hours.

This course prepares students to become professional secondary educators by examining theories and methods of effective teaching, including: selecting, organizing, and using materials and methods common to varied subject areas in the secondary schools to meet individual student needs, including the needs of exceptional children; developing and writing of lesson plans and unit plans; facilitating class discussion; and managing discipline.

Prerequisite: EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C and College of Education Admission with a score of Y and ENGL-101 with a minimum grade of C.

SCED-303A. Contemporary Art Education In The Secondary School. 3 Hours.

Designed to develop inquiry and understanding of many problems of communicating or teaching art in the secondary school. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken before student teaching in the Spring semester.

Prerequisite: College of Education Admission with a score of Y.

Corequisite: SCED-304A.

SCED-303E. Methods Of Teaching English In The Secondary School. 3 Hours.

Introduction to the methods, techniques and materials for teaching English in secondary school. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with SCED-304E.

Prerequisite: SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

SCED-303F. Teaching Modern Foreign Languages In The Secondary School. 3 Hours.

Introduction to the methods, techniques and materials for teaching foreign languages in the secondary school. Emphasis in on mastery of selected skills on a performance basis and meeting individual student needs. Prior to taking methods in foreign language (SCED-303F), students must score an "Advanced Low" or higher rating on the Oral Proficiency Interview (OPI).

Prerequisite: College of Education Admission with a score of Y.

Corequisite: SCED-304F.

SCED-303H. Methods Of Teaching History In The Secondary School. 3 Hours.

Demonstration of specific organizational patterns and teaching methods in history, teaching for critical thinking and trends in the teaching of history. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with SCED-304H.

Prerequisite: SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

SCED-303I. Methods And Techniques Of Teaching Music In Secondary School:Instrumental. 3 Hours.

Methods and materials utilized in teaching instrumental ensemble classes in middle and high schools; emphasis upon performance based instructional design and rehearsal strategies to meet individual student needs, music literacy, methods of reading, and reading in the content area in instrumental music.

Prerequisite: MUS-391 with a minimum grade of C and SCED-311 with a minimum grade of C and College of Education Admission with a score of Y.

SCED-303M. Methods Of Teaching Mathematics In The Secondary School. 3 Hours.

Strategies for teaching concepts, principles and mathematical skills. Emphasis on problem solving, proof and planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with SCED-304M.

Prerequisite: SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

Corequisite: SCED-304M.

SCED-303R. Materials And Methods For Teaching High School Science. 3 Hours.

Interpretation of the content and structure of those areas of natural sciences generally included in secondary school curricula; recent developments in curriculum organization and teaching materials; methods of teaching in the classroom and laboratory, including team teaching and other individualized guided study programs. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. Offered during Fall term only.

Prerequisite: SCED-311 with a minimum grade of C.

SCED-303V. Methods And Techniques Of Teaching Music In Secondary Schools:Vocal. 3 Hours.

Methods and materials utilized in teaching vocal ensemble and general music classes in middle and high schools; emphasis upon performance based instructional design and rehearsal strategies to meet individual student needs, music literacy, methods of reading, and reading in the content area in vocal music.

Prerequisite: MUS-391 with a minimum grade of C and SCED-311 with a minimum grade of C and College of Education Admission with a score of Y.

SCED-304A. Clinical Experiences In The Secondary School:Art. 1 Hour.

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303A.

Prerequisite: College of Education Admission with a score of Y.

Corequisite: SCED-303A.

SCED-304B. Clinical Experiences In The Secondary School:Biography. 1 Hour.

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course SCED-303R.

Prerequisite: College of Education Admission with a score of Y.

Corequisite: SCED-303B.

SCED-304E. Clinical Experiences In The Secondary School:English. 1 Hour.

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303E.

Prerequisite: College of Education Admission with a score of Y.

Corequisite: SCED-303E.

SCED-304F. Clinical Experiences In The Secondary School:French. 3 Hours.

Score of Advanced Low or higher on OPI.

Prerequisite: College of Education Admission with a score of Y.

Corequisite: SCED-303F.

SCED-304H. Clinical Experiences In The Secondary School:History. 1 Hour.

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303H.

Prerequisite: College of Education Admission with a score of Y.

Corequisite: SCED-303H.

SCED-304J. Foreign Language Clinical Experience In The Secondary School. 1 Hour.

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303F.

Prerequisite: SCED-311 with a minimum grade of C.

Corequisite: SCED-303F.

SCED-304M. Clinical Experiences In The Secondary School:Mathematics. 1 Hour.

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303M.

Prerequisite: College of Education Admission with a score of Y.

Corequisite: SCED-303M.

SCED-305A. Secondary Student Teaching And Seminar In Art. 9 Hours.

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school art. Supervised by secondary school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students. To be taken during Spring semester.

Prerequisite: SCED-301 with a minimum grade of C and SCED-303A with a minimum grade of C and Illinois Content Area Test with a score of P.

SCED-305B. Secondary Student Teaching And Seminar In Biology. 9 Hours.

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school biology. Supervised by secondary school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

Prerequisite: SCED-301 with a minimum grade of B and Illinois Content Area Test with a score of P.

SCED-305E. Secondary Student Teaching And Seminar In English. 9 Hours.

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school English. Supervised by secondary school personnel and a university superior who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

Prerequisite: Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

SCED-305F. Secondary Student Teaching And Seminar In French. 9 Hours.

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school foreign language. Supervised by secondary school personnel and a university supervisor, who conducts a weekly seminar associated with student teaching. Requires experience with a broad range of students, including those with exceptionalities.

Prerequisite: SCED-303F with a minimum grade of B and SCED-304J with a minimum grade of C and Illinois Content Area Test with a score of P.

SCED-305H. Secondary Student Teaching And Seminar In History. 9 Hours.

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school history. Supervised by secondary school personnel and a university supervisor who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

Prerequisite: Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

SCED-305J. Secondary Student Teaching And Seminar In Spanish. 9 Hours.

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school foreign language. Supervised by secondary school personnel and a university superior, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

Prerequisite: Illinois Content Area Test with a score of P and SCED-304J with a minimum grade of C.

SCED-305K. Secondary Student Teaching And Seminar - Health Education. 12 Hours.

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school health education. Supervised by secondary school personnel and a university supervisor, who conducts a weekly seminar associated with student teaching. Requires experience with a broad range of students, including those with exceptionalities.

Prerequisite: SCED-301 with a minimum grade of C and HLED-304 with a minimum grade of C and HLED-305 with a minimum grade of C and HLED-302 with a minimum grade of C.

SCED-305M. Secondary Student Teaching And Seminar In Mathematics. 9 Hours.

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school mathematics. Supervised by secondary school personnel and a university supervisor who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

Prerequisite: SCED-301 with a minimum grade of C and Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

SCED-305N. Secondary Student Teaching And Seminar In Music. 9 Hours.

Sixteen weeks of full-day student teaching providing practical teaching experience in K-12 school music. Supervised by K-12 school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

Prerequisite: SCED-301 with a minimum grade of C and SCED-303I with a minimum grade of C and SCED-303V with a minimum grade of C and SCED-311 with a minimum grade of C and Illinois Content Area Test with a score of P.

SCED-305P. Secondary Student Teaching And Seminar In Physical Education. 12 Hours.

Participation in directing learning experiences in secondary physical education at several levels under the supervision of one or more regularly assigned secondary teachers; observation of experienced teachers; familiarization with the daily program of the secondary school; weekly two-hour seminar and critique. Requires experience with a broad range of students, including exceptional students. (full-day, Spring term).

Prerequisite: SCED-301 with a minimum grade of C and PEMA-344 with a minimum grade of C and Illinois Content Area Test with a score of P.

SCED-311. Writing Intensive Program: School Curriculum. 3 Hours.

Designed for students in Physical Education, Health, Music, Visual Arts, World Languages, and Special Education, this course prepares students to develop and implement curriculum. Focal topics include objectives, unit planning, lesson planning, classroom management, higher order thinking, interdisciplinary collaboration, developmental considerations, and assessment techniques. Specific emphases include strategies for differentiating effectively to meet the needs of academically, culturally, and experientially diverse learners in mainstream classrooms.

Prerequisite: EDFN-305 with a minimum grade of C and ENGL-101 with a minimum grade of C and EDFN-306 with a minimum grade of C and EDFN-307 with a minimum grade of C and College of Education Admission with a score of Y.

SCED-315. Teaching Writing In Junior And Senior High School. 3 Hours.

This course covers the teaching of writing in the intermediate and upper grades. Mini-lesson design and placement, methods and strategies for teaching sentence completeness, for teaching sentence structure, and for punctuation and capitalization are covered. In addition, students will learn methodology that will be useful and effective with writing genres (e.g. expository, descriptive) and the research paper. The assessment of writing (e.g. rubrics, conferencing, portfolios) approaches for language-and-dialect different learners, and uses of technology in writing instruction. Finally, program issues are approached: the development of writer's workshop, and writing across the curriculum.

Prerequisite: College of Education Admission with a score of Y.

SCED-401E. New Directions In Teaching English In The Junior And Senior High School. 3 Hours.

Designed for the in-service teacher of middle-secondary school English; study and discussion of new perspectives for the school English program growing out of the reform effort of the past decade.

SCED-402E. Methods Of Teaching English Language Arts In Secondary Schools. 3 Hours.

This course is the first of two discipline-specific English Language Arts methods courses. In this course, candidates will explore conceptual, curricular, and pedagogical aspects of teaching English Language Arts in secondary schools. Topics include text selection, differentiation, assessment, and strategies for teaching literature and writing in diverse classrooms.

SCED-402H. Methods Of Teaching History And Social Sciences In Secondary Schools. 3 Hours.

This course is the first of two discipline-specific history methods courses. In this course, candidates will explore conceptual, curricular, and pedagogical aspects of teaching history and the social studies in secondary schools. Topics include materials selection, differentiation, assessment, and strategies for teaching history and the social studies in diverse classrooms.

SCED-402M. Methods Of Teaching Mathematics In Secondary Schools. 3 Hours.

This course is the first of two mathematics methods courses for prospective secondary mathematics teachers. It examines goals, materials, and methods of instruction and assessment suitable for teaching mathematics to diverse students in middle and high school classrooms. The course will emphasize strategies that promote the development of students' conceptual understanding, procedural fluency, mathematical reasoning and problem solving skills, and their appreciation of mathematics.

SCED-402S. Methods Of Teaching Science In Secondary Schools. 3 Hours.

This course is the first science methods course in the SCED MAT/Teacher Licensure program sequence. It explores the interpretation of the content and structure of those areas of natural science generally included in secondary school curricula, recent developments in curriculum organization and teaching materials, and methods of teaching in the classroom and laboratory, including team teaching and other individualized guided study programs. The course emphasizes planning and methodology to meet individual student needs, including the needs of exceptional students.

SCED-403E. New Directions In Teaching English Language Arts In Secondary Schools. 3 Hours.

This course is the second discipline-specific course in the SCED MAT/Teacher Licensure program sequence. Study and discussion will focus on an exploration of recent trends and innovations in teaching English Language Arts, including, but not limited to, examination of Common Core State Standards, exploration of 21st Century literacies in the ELA classroom, strategies for teaching English Language Arts in linguistically diverse classrooms, and sustained practice in considering and developing the roles of reading, writing, speaking, listening, language, media, and critical theory in teaching.

Prerequisite: SCED-402E with a minimum grade of B and SCED-415 with a minimum grade of B.

Corequisite: SCED-404E.

SCED-403H. New Directions In Teaching History In The Secondary Schools. 3 Hours.

This course is the second discipline-specific course in the SCED MAT/Teacher Licensure program sequence. In this course, candidates explore key themes related to teaching history, including organizational patterns and teaching methods in history, teaching history for critical thinking, intellectual and practical challenges related to the teaching of history, strategies for teaching history in culturally and linguistically diverse classrooms, and links between theoretical perspectives and practical methodology of teaching history at the secondary level. After completing this course candidates should be able to creatively plan, implement, and assess teaching and learning for culturally and educationally diverse student populations.

Prerequisite: SCED-402H with a minimum grade of B.

Corequisite: SCED-404H.

SCED-403M. New Directions In Teaching Mathematics In Secondary Schools. 3 Hours.

This course is the second mathematics methods course for prospective secondary mathematics teachers. It focuses on an exploration of recent trends, issues, and innovations in mathematics teaching, including strategies for teaching mathematics in culturally and linguistically diverse contexts. It engages candidates in the study of methods of instruction that foster mathematical understanding, mathematical habits of mind, and a positive disposition towards mathematics. Students will concurrently participate in a 70 hour clinical experience where they will observe and apply these methods in secondary mathematics classrooms.

Prerequisite: SCED-402M with a minimum grade of B.

Corequisite: SCED-404M.

SCED-403S. New Directions In Teaching Science In Secondary Schools. 3 Hours.

This course is the second science methods course for prospective secondary science teachers. The course focuses on an exploration of recent trends, issues and innovations in science teaching and engages candidates in the study of methods of instruction that foster scientific understanding, scientific reasoning, and a positive disposition towards science among culturally and linguistically diverse students. Candidates will concurrently participate in a 70-hour clinical experience where they will observe and apply these methods in science classrooms.

Prerequisite: SCED-402S with a minimum grade of B.

Corequisite: SCED-404S.

SCED-404E. Clinical Experience In Secondary Schools: English Language Arts. 1 Hour.

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students. It is taken concurrently with the academic methods course SCED-403E: New Directions in Teaching English Language Arts in Secondary Schools.

Prerequisite: SCED-415 with a minimum grade of B and SCED-402E with a minimum grade of B.

Corequisite: SCED-403E.

SCED-404H. Clinical Experiences In Secondary Schools: History. 1 Hour.

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

Prerequisite: SCED-415 with a minimum grade of B and SCED-402H with a minimum grade of B.

Corequisite: SCED-403H.

SCED-404M. Clinical Experience In Secondary Schools: Mathematics. 1 Hour.

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

Prerequisite: SCED-415 with a minimum grade of B and SCED-402M with a minimum grade of B.

Corequisite: SCED-403M.

SCED-404S. Clinical Experiences In Secondary Schools: Science. 1 Hour.

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

Prerequisite: SCED-415 with a minimum grade of B and SCED-402S with a minimum grade of B.

Corequisite: SCED-403S.

SCED-407A. Teaching Multicultural Young Adult Literature In The Secondary School With Clinical Experience. 3 Hours.

This course for pre-service secondary English teachers will emphasize curricular design and instructional techniques for selecting and using multicultural young adult (YA) literature in a well-rounded English Language Arts curriculum. Students will read and analyze a wide range of award-winning multicultural YA fiction, non-fiction, and poetry and will develop curriculum for middle and high school students, using YA and canonical multicultural literature. Students will also complete a concurrent, supervised clinical experience of at least 50 clock hours in a secondary English classroom.

Prerequisites: Full admission into the MAT: Language Arts--Secondary Program. Apply to CEST Office for placement at least one year in advance.

SCED-407B. Teaching Multicultural Literature In Middle And Secondary Schools Without Clinical Experience. 3 Hours.

Designed for middle school and secondary school teachers who have limited knowledge and experience in teaching ethnic minority literature. The course will emphasize curriculum design, teaching techniques and the assessment of appropriate instructional resources. The ultimate purpose of the course is to enable teachers to integrate effectively the multi-ethnic literary experience into traditional literature programs.

SCED-408. The Nature Of Mathematical Abilities In School Children. 3 Hours.

An exploration of mathematical learning by all students (K-12), with emphasis on the processes used by exceptional students. The differences that are shown by these students when doing mathematics will be examined, and with this information the class will focus on teaching practices that are most appropriate to these student's needs.

SCED-409. Teaching Mathematical Problem Solving In The Secondary Schools. 3 Hours.

An examination of the logical understanding of mathematical problem solving with emphasis on improving competence in teaching problem solving to secondary students; includes theoretical study, preparation of materials, and observations and demonstrations in the teaching of problem solving.

SCED-410. Computers In The Teaching Of Secondary School Mathematics. 3 Hours.

A computer application course, using BASIC, designed for teachers of secondary school mathematics. Examples from algebra, geometry, trigonometry, number theory, and probability and statistics will serve as the basis for programming activities. Strategies for effectively using the computer and computer software in the teaching of mathematics will be discussed.

SCED-415. Introduction To Secondary School Curriculum. 3 Hours.

Candidates taking this course will develop skills in and strategies for curriculum planning and delivery, with emphasis on meeting urban students' diverse needs. Taken concurrently with EDFN-415, the course will help candidates consider the relationships among subject-area practices, teacher beliefs, learner characteristics, school and community contexts, and other influences on teaching (e.g., educational research, accreditation processes, standards implementation, standardized testing, etc.). Candidates will examine how these relationships impact classroom practice and will apply their understandings by collaborating with peers seeking licensure in different subject areas to develop a critical, interdisciplinary unit of curriculum for students in a specific context.

Corequisite: EDFN-415.

SCED-421. Research In Teaching In Middle And Secondary Schools. 3 Hours.

This course is the culminating course in candidates' MAT sequence, and is designed to acquaint candidates with research on contemporary trends in teaching. Candidates will critically appraise and discuss classical and contemporary studies in disciplinary and interdisciplinary teaching to identify specific strategies useful in classroom practice. Candidates will examine the role of classroom research in planning, implementing, and assessing the impact of instructional strategies and have the opportunity for individual in-depth study of specific areas related to their needs and interests. This course reinforces candidates' professional literacy and writing skills as related to reading, reviewing, and writing about research.

Prerequisite: SCED-404E with a minimum grade of B or SCED-404M with a minimum grade of B or SCED-404S with a minimum grade of B or SCED-404H with a minimum grade of B.

SCED-429. Student Teaching In Secondary Schools. 6 Hours.

This course is a capstone course for candidates who plan to teach in grades 6-12. It includes sixteen weeks of full-day student teaching under the supervision of school and university personnel. Candidates will synthesize and apply principles of effective instruction, reflective practice, and culturally responsive teaching in a secondary school setting.

Corequisite: SCED-430.

SCED-430. Student Teaching Seminar: Reflection And Assessment Of Student Learning. 3 Hours.

In this seminar, candidates will reflect upon their student teaching experiences and examine their impact on student learning. Candidates will prepare formal curricular materials, evaluate their classroom pedagogy, and analyze trends in individual and collective student performance. Additional topics for discussion include classroom management strategies, collaborating with peers, engaging with parents, completing state licensure procedures, and the job search. This course requires co-enrollment in SCED-429: Student Teaching.

Corequisite: SCED-429.

SCED-431. Integrating Engineering, Robotics, And AI In STEM Teaching. 3 Hours.

This graduate-level course prepares preservice and in-service middle and high school science and math teachers to navigate the exciting intersection of engineering, robotics, and artificial intelligence (AI) within STEM education. Participants will dive into theoretical concepts and apply them through modeling projects, such as building robots and coding them for an instructional purpose, to grasp how these advanced technologies enhance educational settings. The goal of this course is to empower teachers to integrate these innovations into their curriculums, leveraging constructivism, project-based learning, and inquiry-based instruction to prepare students for the 21st-century workforce.