

# EDUCATION

The Department of Education is dedicated to preparing outstanding teachers and administrators for P-12 public and private schools and districts. Teaching and learning were at the heart of the work of Saint John Baptist de La Salle, founder of the Christian Brothers and patron saint of teachers. In this legacy, a dedication and commitment to teaching and learning continue to be at the core of the work of Lewis University. A dedication to *Developing Learning Communities* guides the work of the Department of Education as it prepares teachers and administrators for working in today's schools.

## Mission

In keeping with the University Mission, the Department of Education is committed to enacting the values of knowledge, justice, association, wisdom and fidelity through the teaching and scholarship of the faculty, design of academic programs, content of the curriculum, focus of school partnerships and service to the larger community. A culture of critique, possibility and inquiry is fostered where candidates and faculty recognize the political, social, moral and economic dimensions of education, submit their own beliefs and understandings to scrutiny, challenge dominant discourses and understand their responsibility as social justice advocates for all students, especially the marginalized. This mission requires teacher candidates and faculty to engage in ongoing reflection and dialogue while maintaining a willingness to wrestle with this difficult and complex work.

In order to develop learning communities, teacher candidates, faculty, and local school personnel should value diverse perspectives, collaborative decision-making and interactive learning experiences. The Department of Education through the pre-service, advanced, and professional education programs encourages the development and practice of these integrated components.

## Vision

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

## Unit Standards

In order to develop learning communities, teacher candidates, faculty, and local school personnel should value diverse perspectives, collaborative decision-making, and interactive learning experiences. The Department of Education through the pre-service, advanced, and professional education programs encourages the development and practice of these integrated

components. The following unit standards guide the Department of Education:

### Standard 1: Knowledgeable Critical Transformative Educators

Candidate Proficiencies for Initial Programs

1. Demonstrates knowledge of subject matter
2. Demonstrates professional and pedagogical knowledge and skills
3. Demonstrates knowledge of critical pedagogical content
4. Integrates technology in teaching
5. Demonstrates ability to assess student learning
6. Reflects on professional experiences\*
7. Acts on professional convictions<sup>1</sup>

### Standard 2: Multicultural Educators

Candidate Proficiencies for Initial Programs

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

### Standard 3: Social Justice Advocates

Candidate Proficiencies for Initial Programs

1. Demonstrates knowledge of institutional inequities
2. Demonstrates knowledge of relevant communities to bring about change
3. Challenges dominant discourses\*
4. Demonstrates fairness and belief all students can learn<sup>1</sup>

<sup>1</sup> All undergraduate programs in the Department of Education lead to an initial teaching license and are therefore known as "initial programs." Unit Dispositions

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

## Recognition and Approval Status

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

Early Childhood Special Education: Birth to grade 2

- Elementary Education: Grades 1-6
  - English as a Second Language Endorsement
- Foreign Language: Grades Pre-K-12
  - Spanish
- Middle Level Education: Grades 5-8

- Science
- Mathematics
- English/Language Arts
- Social Studies
- Secondary Education: Grades 9-12
  - Science: Biology, Chemistry, Physics
  - English/Language Arts
  - Mathematics
  - Social Science: History or Psychology
- Special Education
- Special Education: Grades K-Age 22

## Combined Special Education and Elementary Education

Candidates must pass assessments in their content area(s) at least 30 days prior to the beginning of the clinical practice (student teaching) experience. A successful clinical practice is required before candidates can be recommended for licensure by the Department of Education Licensure Officer. Candidates are responsible for all costs related to state mandated assessments or repeating clinical practice including tuition, fees, background checks, TB tests and physical exams.

All Lewis University Department of Education licensure programs are subject to amendment by the State Educator Preparation and Licensure Board, the Illinois State Board of Education and the Illinois State Legislature. The Department of Education newsletters and bulletin board announcements will contain information on any new mandates or program modifications. Candidates should also consult with their academic advisor at least once per semester to learn of any changes to their programs.

## Accreditation

Lewis University is accredited by, and a member of, the Higher Learning Commission. All Teacher Preparation Programs are approved for entitlement by the Illinois State Board of Education in conjunction with the Illinois State Educator Preparation and Licensure Board.

Inquiries concerning regional accreditation should be directed to the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504; by phone (312) 263-0456 or (800) 621-7440.

## Admission and Retention Requirements

Candidates must apply for admission to the Teacher Education Program after completing an introductory level field experience education course. Admission to the University does not guarantee admission to the Teacher Education Program. All education majors must have a cumulative GPA of 2.75 to enroll in an introductory methods course and maintain a 2.75 cumulative GPA to continue in the program. A minimum "C" grade is required in all education courses toward licensure. Procedures and requirements for admission to and retention in the Teacher Education Program are described in the *Guide for Initial Teacher Licensure Program Candidates*.

## Financial Assistance

Information and applications for the following scholarships for education majors can be obtained in the Office of Financial Aid Services.

### The Lupe and Anselmo Calderon Endowed Scholarship

*The Lupe and Anselmo Calderon Endowed Scholarship for Latino Students was created to assist Latino/Latina students pursuing a BA in Elementary Education. Student must be a junior or senior and hold a minimum GPA of 3.0.*

### Clifton J. and Laura E. Kelly Endowed Scholarship

*The Clifton J. and Laura E. Kelly Endowed Scholarship was established by Lewis Trustee Clif Kelly and his late wife Laura to assist education majors. Laura passed away unexpectedly in June 2009. This scholarship is a testament to her passionate advocacy of education and service to others. Preference is given to male teacher candidates who can serve as excellent role models in the classroom.*

### Gladys M. Meehan Endowed Scholarship

*The Gladys M. Meehan Endowed Scholarship is awarded to candidates who are preparing for their initial teaching licensure. The scholarship is named in honor of Gladys M. Meehan, a woman who fulfilled her lifelong dream of becoming a teacher at the age of 50 and then devoted 15 years as a fourth grade teacher in a Chicago parochial school. Established by her daughter and son-in-law, Margaret and Greg Maruszak, the scholarship has benefited many candidates since inception in 1997.*

### Dr. Shirley A. McFaul Endowed Scholarship

*The Dr. Shirley A. McFaul Endowed Scholarship was established in September 2002, to honor the long time faculty member of the School of Education. After a distinguished career as a teacher and college faculty member, Dr. McFaul passed away in May 2002. The scholarship was established by her family, friends and the School of Education to assist candidates who are furthering their careers by obtaining a degree in elementary education.*

### The Mines-Quinlan Annual Scholarship

*The Mines-Quinlan Annual Scholarship was created to assist a full-time student enrolled in the Department of Education working toward an undergraduate degree within any of the following Department of Education majors (elementary, special education, early childhood, or a combination of these majors) and who have financial need.*

### William B. Orenic Endowed Scholarship

*This scholarship honors the life and work of longtime school and district administrator William "Buck" Orenic. The scholarship is intended for a junior at Lewis, with preference given to candidates from Will County. Recipients will be honored at the August golf outing of the William B. Orenic Foundation.*

### Dr. Paul and Mrs. Ann Rubino Elementary Science Endowed Scholarship

*The Dr. Paul and Mrs. Ann Rubino Elementary Science Endowed Scholarship was established in 2007 for future elementary science teachers. Mrs. Rubino was an elementary school science teacher for many years and was an adjunct faculty member in Lewis University's Department of Education. The scholarship will assist elementary education candidates with financial need who are pursuing a science endorsement.*

### The Special Education Annual Scholarship

*The Special Education Annual Scholarship was created for declared Special Education majors or a combined Special Education/Elementary Education major who has at least 30 credit hours and who demonstrates financial need.*

## Field Experience

All initial licensure programs include experiences in the field in classrooms in the candidate's discipline. Programs generally require

two or three experiences with increased responsibility for delivery of instruction as the candidate progresses through the program. Placements include schools that are considered to be diverse. Candidates are expected to develop cultural competence in working with students from varying racial and ethnic groups, students whose native language is not English, students with varying ability levels, and students from a variety of religious backgrounds. Placements are secured by the Department of Education Clinical Coordinator. Candidates must demonstrate proficiency in these field placements before moving on to the next level or to clinical practice (student teaching). A successful experience includes appropriate performance in the classroom as determined by the University supervisor and the mentor teacher, along with attendance at seminars and completion of all assigned coursework.

*Placements are determined by the Clinical Coordinator's office and the professional faculty in a program. Candidates may not solicit or request a placement from a school district on their own. Candidates may not be placed in their own school of attendance or at a school where an immediate family member is employed in any capacity.*

## Clinical Practice (Student Teaching)

Application for admission to clinical practice for the upcoming academic year, fall and spring semesters, must be made by September 30th, of the year prior to clinical practice. Clinical practice assignments are as follows:

Program	Number of Clinical Practice Weeks
Early Childhood Special Education	Two 8 week placements
Elementary Education	One 15-16 week placement
Foreign Language	Two 8 week placements
Middle Level Education	One 15-16 week placement
Secondary Education	One 15-16 week placement
Special Education	One full semester placement
Combined Special Education and Elementary Education	One full semester placement

Candidates must successfully complete the appropriate State of Illinois test in their content area before they will be allowed to participate in clinical practice. They should consult their advisor in the Department of Education to make sure all requirements have been met. They must also have completed all major coursework and performed at the expected levels for prior field experiences. Acceptance into clinical practice is granted by the candidate's program faculty after review that all requirements have been met.

Procedures and requirements for admission to clinical practice are published in the *Guide for Initial Teacher Licensure Program Candidates*. All candidates are responsible for the information contained in this Guide. Candidates are responsible for providing their own transportation for field experiences and clinical practice. Only one additional course may be taken concurrently with clinical practice. Candidates may be required by receiving school districts to submit the results of a physical examination by a medical professional or be required to submit negative results from a TB test.

## Fingerprint Background Checks

An FBI and Illinois State Police criminal background check is required in schools for field experience and clinical practice. Candidates will be required to complete a background check whether through an approved Department of Education vendor or through the school district where

the candidate has been assigned. As the presence of certain felonies on the background check can prevent the candidate from obtaining a Professional Educator License through the State of Illinois, candidates are encouraged to review licensure requirements (<https://www.isbe.net/Pages/Educator-Licensure.aspx>). Candidates are required to incur all costs associated with fingerprint background checks.

## Enrollment of Undergraduates in Master's Courses

See Undergraduate Students Enrolling in Graduate Courses (<https://catalog.lewisu.edu/undergraduate/general-information/registration/#Undergraduate>).

## Dismissal Policy

A candidate may be dismissed from Department of Education degree and licensure programs for adequate reasons, including, but not limited to: insufficient GPA below 2.75 for undergraduate candidates; violations of academic honesty such as plagiarism or cheating; failure to meet the requirements for admittance and progression through a program; unacceptable conduct in conflict with the mission of Lewis University and the Department of Education; failure to meet Department of Education institutional standards and disposition requirements; failure to meet acceptable academic standards related to the teaching profession such as passing the required state licensure tests, acceptable standards for field experience requirements; interfering with others' educational opportunities; hazing; sabotaging others' work; threatening, intimidating, physically and/or mentally harassing fellow candidates and faculty; and other violations that have the potential to cause harm to themselves or others.

If a candidate is subject to dismissal, the Program Director sends a recommendation for dismissal to the Department Chair and the Educational Policies Committee. The Education Policies Committee and the Department Chair will separately review the recommendation. The Department Chair then renders a decision in writing to the candidate and to the Program Director within two weeks.

A candidate wishing to appeal a dismissal decision should follow the Policies and Procedures for Appealing Other Academic Matters including Dismissal.

## Programs Associate

- Early Childhood Education / Associate of Applied Science (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/early-childhood-education-aas/>)

## Bachelor

- Combined Special Education and Elementary Education / Bachelor of Arts (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/combined-special-education-elementary-education-bachelor-arts/>)
- Early Childhood Education / Bachelor of Arts (St. Augustine Chicago) (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/early-childhood-education-bachelor-arts-sac/>)
- Early Childhood Special Education / Bachelor of Arts (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/early-childhood-education-bachelor-arts/>)

- Elementary Education / Bachelor of Arts (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/elementary-education-bachelor-arts/>)
- Foreign Language Education / Bachelor of Arts (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/foreign-language-education-bachelor-arts/>)
- Middle Level Education / Bachelor of Arts (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/middle-level-education-bachelor-arts/>)
- Secondary Education / Bachelor of Arts (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/secondary-education-bachelor-arts/>)
- Special Education / Bachelor of Arts (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/special-education-bachelor-arts/>)

## Minor

- Secondary Education in Teaching Theology / Minor (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/secondary-education-teaching-theology-minor/>)

## Non-Degree

- Early Childhood Education Subsequent Teaching Endorsement: Birth-Grade 2 (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/early-childhood-education-subsequent-teaching-endorsement-birth-grade-2/>)
- Elementary Education Subsequent Teaching Endorsement: Grades 1-6 (<https://catalog.lewisu.edu/undergraduate/education-social-sciences/education/elementary-education-subsequent-teaching-endorsement-grades-1-6/>)

## Courses

### Early Childhood Education

#### ECED 20100 - Field Experience: Infants and Toddlers (1)

This field experience provides candidates with infant-toddler observation opportunities. In this field experience, candidates will spend a total of 25 hours at an early childhood center serving infants and toddlers (age 0-2). During that time, candidates will complete a variety of experiences and assignments designed to deepen and enrich their knowledge of infant-toddler classroom settings.

Attributes: Experiential Learning Gen Ed

#### ECED 20200 - Field Experience: Preschool (1)

This field experience provides candidates with preschool observation opportunities. In this field experience, candidates will spend a total of 25 hours at an early childhood center serving preschool children (age 3-5). During that time, candidates will complete a variety of experiences and assignments designed to deepen and enrich their knowledge of preschool classroom settings.

Attributes: Experiential Learning Gen Ed

#### ECED 20300 - Health, Safety & Nutrition in Early Childhood (3)

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

#### ECED 20301 - Health, Safety & Nutrition in Early Childhood: Spanish (3-4)

Examines comprehensive practical information related to the physical, social, emotional, and cognitive health of young children. Consideration is given to regulations and procedures applicable to food service and health/safety standards in public and private early childhood programs, as well as organization and operation of licensed child care programs. Emphasis will be given to the importance of planning developmentally appropriate environments that implement health and safety practices for all children. This course is taught in Spanish.

#### ECED 20400 - Math & Science Activities for the Young Child (3)

This course explores the emerging concepts of math and science in relation to the developing child from infancy to age eight. Cognitive theory is explored as well as methods for teaching math and science in an early childhood setting. Students will explore a variety of activities and lesson planning methods as well as assessment tools for evaluating the teaching/learning process. The course will include dissemination of technology use in the classroom and developmentally appropriate practice. Ten hours of observing young children are required.

#### ECED 20401 - Math and Science Activities for the Young Child : Spanish (3-4)

This course explores the emerging concepts of math and science in relation to the developing child from infancy to age eight. Cognitive theory is explored as well as methods for teaching math and science in an early childhood setting. Students will explore a variety of activities and lesson planning methods as well as assessment tools for evaluating the teaching/learning process. The course will include dissemination of technology use in the classroom and developmentally appropriate practice. Ten hours of observing young children are required. This course is taught in Spanish.

#### ECED 20500 - Art & Music Activities for the Young Child (3)

This Course provides a developmental perspective on art and music experiences in the early childhood setting. Students will explore a variety of multicultural creative activities and materials as well as techniques for planning and evaluating such processes. The course includes discussion of an integrated approach to the use of art and music experiences throughout the early childhood day. Ten hours of observing young children are required.

#### ECED 20501 - Art & Music Activities for the Young Child: Spanish (3-4)

This Course provides a developmental perspective on art and music experiences in the early childhood setting. Students will explore a variety of multicultural creative activities and materials as well as techniques for planning and evaluating such processes. The course includes discussion of an integrated approach to the use of art and music experiences throughout the early childhood day. Ten hours of observing young children are required. This course is taught in Spanish.

**ECED 20600 - Infants, Toddlers & Caregivers (3)**

This course explores overall development of the infant and toddler including physical growth, motor, language, cognitive and socio-emotional development as well as an examination of possible developmental delays. The course is influenced by the concept of relationship-based infant/toddler care particularly in terms of working with families. Multicultural issues and inclusive practices are discussed. Students are introduced to a variety developmentally appropriate planning and assessment techniques and reflective practice. This course provides information on caregiver's role and responsibilities as they work with infant and toddlers in various types of programs.

**ECED 20601 - Infants, Toddlers & Caregivers: Spanish (3-4)**

This course explores overall development of the infant and toddler including physical growth, motor, language, cognitive and socio-emotional development as well as an examination of possible developmental delays. The course is influenced by the concept of relationship-based infant/toddler care particularly in terms of working with families. Multicultural issues and inclusive practices are discussed. Students are introduced to a variety developmentally appropriate planning and assessment techniques and reflective practice. This course provides information on caregiver's role and responsibilities as they work with infant and toddlers in various types of programs. This course is taught in Spanish.

**ECED 20700 - Family Child Care Administration (3)**

This course provides students with an overview of high-quality Family Childcare Homes, describing daily routines, and equipment. It will discuss the steps and milestones on the road to quality. This course will focus on four areas: the home environment and daily program; supportive services; administration; and safety. Fifty hours of field experience is required.

**ECED 20701 - Family Child Care Administration: Spanish (3-4)**

This course provides students with an overview of high-quality Family Childcare Homes, describing daily routines, and equipment. It will discuss the steps and milestones on the road to quality. This course will focus on four areas: the home environment and daily program; supportive services; administration; and safety. Fifty hours of field experience is required. This course is taught in Spanish.

**ECED 20800 - Language Acquisition & Art for Young Children (3-4)**

Upon completion of this course, students will be able to explain and discuss the developmental process of language acquisition from birth to age eight. Student will be able to explain and discuss contextualize factors that influence the emergence of language including current demographics, age, gender, family dynamics, multilingual environments, and cultural experiences. Students will be able to discuss a variety of planning techniques to create a language rich environment for diverse young children by incorporating language learning and early literacy experiences. Students will be able to discuss observations strategies to inform assessment and curricular choices. Ten hours of observation are required.

**ECED 20801 - Language Acquisition & Art for Young Children: Spanish (3-4)**

Upon completion of this course, students will be able to explain and discuss the developmental process of language acquisition from birth to age eight. Student will be able to explain and discuss contextualize factors that influence the emergence of language including current demographics, age, gender, family dynamics, multilingual environments, and cultural experiences. Students will be able to discuss a variety of planning techniques to create a language rich environment for diverse young children by incorporating language learning and early literacy experiences. Students will be able to discuss observations strategies to inform assessment and curricular choices. Ten hours of observation are required. This course is taught in Spanish.

**ECED 20900 - Observation & Guidance for the Young Child (3)**

This course explores various observation techniques and guidance strategies in the early childhood setting. Students identify child behavior as communication and consider behavior in the context of development. Students explore environmental influences on behavior such as family, culture, and community. Guidance techniques are explored and examined by observation of child behavior. Students will reflect on the importance of building a relationship with families to better understand behavioral cues and choose culturally sensitive guidance techniques, which are appropriate to individual children and families in the early childhood setting. Twenty hours of observations in pre-primary settings are required.

**ECED 20901 - Observation & Guidance:Spanish (3-4)**

This course explores various observation techniques and guidance strategies in the early childhood setting. Students identify child behavior as communication and consider behavior in the context of development. Students explore environmental influences on behavior such as family, culture, and community. Guidance techniques are explored and examined by observation of child behavior. Students will reflect on the importance of building a relationship with families to better understand behavioral cues and choose culturally sensitive guidance techniques, which are appropriate to individual children and families in the early childhood setting. Twenty hours of observations in pre-primary settings are required. This course is taught in Spanish.

**ECED 21000 - Introduction to Early Childhood Education (3)**

This course focuses on the underlying principles and philosophies of the field of early childhood education. It helps candidates understand the processes and reasoning behind practices in the field, with an emphasis on developmentally and individually appropriate practices and the role of play in early childhood growth and learning. Candidates focus on the historical and philosophical aspects of early childhood education, early intervention, and early childhood special education and explore contemporary models and practices.

**ECED 21001 - Introduction to Early Childhood Education: Spanish (3-4)**

This course focuses on the underlying principles and philosophies of the field of early childhood education. It helps candidates understand the processes and reasoning behind practices in the field, with an emphasis on developmentally and individually appropriate practices and the role of play in early childhood growth and learning. Candidates focus on the historical and philosophical aspects of early childhood education, early intervention, and early childhood special education and explore contemporary models and practices. This course is taught in Spanish.

**ECED 21100 - Planning, Administration and Supervision of Early Childhood Programs (3-4)**

In this capstone course students explore principles and practices on thoughtful planning and administration of early childhood programs.

**ECED 21200 - Early Childhood Practicum (3-4)**

By the end of this course, students will be able to: Create a Daily Schedule for Infants through 2nd Grade students; create a floor plan; create a lesson plan with stimulating educational activities; create small group activities; handle challenging behaviors; create a safe learning environment; build trust with young children and their parents; help children to be able to work in teams; help children to gain independence & confidence; help children to know about and encourage healthy nutrition; how to track and report on each child's development; and how to modify & adapt your teaching for different needs. You will also have learned of several resources whereas you can learn more about early childhood education training.

Prerequisite: ENG 160 or ENGL 11100

**ECED 21500 - Child Growth and Development (3)**

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

**ECED 22000 - Child, Family, Culture and Community (3)**

Course is designed to assist candidates in developing the necessary skills to work cooperatively with families and communities. This starts with the understanding that all young children are members of a multicultural school, family and community. Candidates gain insight into family perspectives and experiences by examining the social, cultural, economic, legislative and technological impacts on children and families, including families with special needs children. The relationships among home language, culture and academic success are investigated. Support services and service delivery models in the school and community are evaluated with respect to exceptionality, and family health and well-being with a particular emphasis on strategies to promote and ensure effective communication, collaboration and consultation between home, school and community

**ECED 30500 - Observation and Assessment in Early Childhood Inclusive Education (3)**

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

**ECED 30600 - Instructional Methods in Early Childhood Inclusive Education (3)**

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

Attributes: Experiential Learning Gen Ed

**ECED 31500 - Child Growth and Development (3)**

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

**ECED 32000 - Child, Family, Culture and Community (3)**

Course is designed to assist candidates in developing the necessary skills to work cooperatively with families and communities. This starts with the understanding that all young children are members of a multicultural school, family and community. Candidates gain insight into family perspectives and experiences by examining the social, cultural, economic, legislative and technological impacts on children and families, including families with special needs children. The relationships among home language, culture and academic success are investigated. Support services and service delivery models in the school and community are evaluated with respect to exceptionality, and family health and well-being with a particular emphasis on strategies to promote and ensure effective communication, collaboration and consultation between home, school and community

Prerequisite: ECED 21000 (may be taken concurrently)

**ECED 32400 - Foundations of Teaching Reading and Language Arts for P-3 (3)**

Candidates focus on the developmentally appropriate instructional methods and materials for promoting and teaching reading and literacy in diverse and inclusive early childhood settings. Recent research, philosophical and theoretical views and issues related to emergent literacy, and quality children literature are explored. Activities and strategies will be explored regarding early literacy and classroom intervention. Candidates examine procedures for planning, organizing and interpreting various methodologies and environments for all young children in the pre-primary and primary early childhood classrooms. Additionally, the selection and implementation of curricular modifications for exceptional children are covered using the Response to Intervention model.

Prerequisite: ECED 21000 (may be taken concurrently)

**ECED 32500 - Curriculum, Organization and Methods of Creative Arts and Literacy in Early Childhood (3)**

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

**ECED 32600 - Integrated Methods of Literacy, Social Studies and the Arts (3)**

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

**ECED 33000 - Assessment of Diverse Learners (3)**

The history and issues of early childhood assessment are studied. Experiences in observation and recording of behavior of young children are applied. Candidates will critique screening approaches, assessment techniques and materials for use with atypical and typical young children from birth through third grade. The relationships between naturalistic and authentic assessment, first language development and curriculum and instruction in early childhood education will be emphasized. In this course, candidates address specific assessment techniques for use with all young children from birth through third grade, including young children with disabilities and English language learners. The course emphasizes the importance of home language, formal and informal assessment strategies, diagnosis and placement, curricula and instructional approaches and modifications appropriate for working with young children and their families. Candidates examine specific formal diagnostic instruments and interpret data from case studies, as well as explore considerations unique to the assessment of young children.

**ECED 33500 - Beginning Linguistics and Development of Speech and Language in Early Childhood (3)**

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

**ECED 33600 - Professional Learning Community 1 (1)**

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

**ECED 33700 - Professional Learning Community II (1)**

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

**ECED 35600 - Foundations of Teaching Math, Science and Social Studies for P-3 (3)**

Candidates focus on the developmentally appropriate instructional methods and materials for teaching mathematics, science and social studies to all children in early childhood settings. Candidates examine procedures for planning, organizing and interpreting various methodologies and environments in the pre-primary and primary early childhood classrooms. Additionally, the selection and implementation for curricular modifications for exceptional children are developed. Prerequisite: ECED 31000 (may be taken concurrently)

**ECED 36000 - History and Philosophy of Early Childhood Education (3)**

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

**ECED 36200 - The Reggio Emilia Approach to Early Childhood Education (3)**

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

**ECED 40100 - Field Experience 3: Preprimary ESL Methods Pre-K and K (1)**

Candidates complete 75 hours of field experience practice in a Pre-Kindergarten or Kindergarten approved setting serving linguistically diverse students. Guidelines for the field experience are found in the College of Education Field Experiences Handbook. Candidates meet on campus with their University supervisor to discuss their work in the schools. The mentor teacher and University supervisor conduct performance assessments of the pre-service teacher during this experience.

Prerequisite: ECED 33600 (may be taken concurrently)

**ECED 40200 - Field Experience IV: Primary Methods - Grades 1-3 (1)**

Candidates complete 50 hours of field experience practice in primary grades regular education and special education settings in grades 1-3. Guidelines for the field experience are found in the College of Education Field Experiences Handbook. Candidates meet on campus with their University supervisor to discuss their work in the schools. The mentor teacher and University supervisor conduct performance assessments of the pre-service teacher during this experience.

Prerequisite: ECED 40100

**ECED 40600 - Early Primary Inclusive Methods with ESL (1)**

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

Prerequisite: ECED 30600

Attributes: Experiential Learning Gen Ed

**ECED 43800 - Professional Learning Community III (1)**

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

**ECED 44000 - Collaboration and Adaptations for Special Needs in General Education Settings (3)**

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

**ECED 44500 - Scientific Inquiry and Technology in Early Childhood Education (3)**

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

**ECED 45000 - Extended Field Experience: Early Childhood (1)**

This course is intended for those candidates who need extended field experiences with the ongoing supervision by University personnel. Length of field experiences will be determined by the Department and is subject to Department Chair approval. Completion of this experience does not guarantee eligibility for student teaching.

**ECED 45700 - Math Methods in Early Childhood Education (3)**

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

**ECED 48100 - Clinical Practice and Seminar: Early Childhood (9)**

The purpose of this clinical practice experience is to assist the candidates in applying their theoretical and methodological knowledge and skills to the diverse and inclusive early childhood classroom. During clinical practice, candidates engage in a guided, 16 week full-time experience in early childhood classrooms or other settings, under the cooperation and supervision of mentor teachers and a University supervisor. Clinical practice consists of the candidate observing the students, the environment and the mentor teacher, as well as being responsible for the developmentally appropriate instruction of students individually, in small groups and as a whole class. Attendance at Clinical Practice Seminar is required. For those seeking Illinois licensure, evidence of successful completion of the appropriate State of Illinois content area test must be received in the College of Education. Clinical practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education committees. For fall student teaching, all tests must be completed by May 1 of the prior semester. For spring student teaching, all tests must be completed by September 1 of the prior semester. See course schedule book for associated fees.

Attributes: Experiential Learning Gen Ed

## Elementary Education

### ELED 20000 - Field Experience 1: Community and School Immersion (1)

This field experience course is designed to develop pre-service teachers abilities to view the total picture of the teaching profession; to foster effective collaborative relationships within and among families and communities; to reflect on the impact of personal beliefs and actions on teaching and learning in order to build capacity for respectful and ethical conduct toward all learners; to explore the characteristics and assets of the communities in which partner schools are embedded; to consider the role communities play in educating students and finally, to dialogue issues of social justice within the neighborhoods and communities of their partner schools so that pre-service teacher candidates begin to develop their own personal understandings about what it means to carry out the Lewis University Department of Education standards of becoming a knowledgeable critical transformative educator, a multicultural educator and a social justice advocate.

Corequisite: ELED 24000

Attributes: Experiential Learning Gen Ed

### ELED 24000 - Foundations of Instruction (3)

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

Corequisite: ELED 20000

### ELED 30000 - Field Experience 2: Classroom Management (1)

This field experience course is designed for candidates to engage in a broad review of research based theories of classroom management for creating classroom environments conducive to learning that provide equitable access to learning outcomes for all students. During this experience, candidates will be supervised and assessed by the mentor teacher and the University supervisor so that candidates may exhibit their abilities to plan, teach and assess lessons that meet the needs of all learners both academically and behaviorally.

Prerequisite: ELED 20000

Attributes: Experiential Learning Gen Ed

### ELED 34000 - Methods and Content of Teaching Science, Health and Movement (3)

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

### ELED 35200 - Methods and Content of Teaching Mathematics (3)

This course prepares the elementary education teacher candidate to design, implement and differentiate mathematics lessons to teach concepts in the areas of numbers and operations, geometry, measurement, algebra, data analysis and probability in grade levels 1-6. It is recommended that this course be taken concurrently with a field experience course.

### ELED 35300 - Early Reading and Writing Methodologies (3)

This course addresses the theories and methods of reading and writing instruction for elementary classrooms. Emphasis is placed on research-based instructional and assessment practices that support literacy development for all learners in primary settings. Candidates will become familiar with current policies and state and professional standards for reading and will explore how these are addressed in practice and through field experience.

### ELED 35400 - Methods and Content of Teaching Social Studies (3)

This course focuses on research-based instructional strategies, technology, resources, national (NCSS) curriculum standards, Illinois State Standards and Common Core Standards. The emphasis of this course is on understanding and using the interrelationships among history, geography, economics, politics, sociology, anthropology, psychology and archeology to develop in students an appreciation and responsibility toward citizenship, multiculturalism and a democratic society. In addition, this course includes planning and organizing for instruction, material selection and evaluation in social studies and multicultural education. Methods of differentiating instruction and assessment to meet the individual needs of all students.

### ELED 36600 - Project Wild (1)

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

### ELED 36700 - Project Learning Tree (1)

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

**ELED 37200 - Integrating the Fine Arts in Education (1)**

This workshop introduces candidates to the educational, communicative and aesthetic value of dance, drama, music and the visual arts and the role the fine arts play in reflecting history and culture. Candidates actively participate in the development of a curriculum project that incorporates all of the fine arts and culminates in a performance, as well as learn strategies for promoting creative expression in the elementary classroom.

Attributes: Workshop/Seminar

**ELED 37300 - Endorsement Field (1)**

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

**ELED 40000 - Field Experience 3: Diversity in Education (1)**

This field experience course is designed for candidates to apply scientific research based theories of effective instruction that demonstrate their abilities to plan, teach and assess lessons that allow full access to academic content to meet the diverse needs of all students in their class: highly proficient students, ESL students and those with special needs. Technology will be infused to accomplish differentiated instructional objectives

Attributes: Experiential Learning Gen Ed

**ELED 41000 - Classroom Assessment and Intervention (3)**

This course is designed to prepare teacher candidates to use formal and informal assessment strategies to plan instruction, assess instruction and make next-step instructional decisions that promote continuous the intellectual, social-emotional and physical development of all elementary students. Candidates will learn to use assessment for instructional purposes by developing biased free tests, assignments that produce authentic data that can be used to enhance instruction, learn about communicating informative feedback to students and developing clear and useful rubrics. Candidates will learn to use a variety of formal and informal assessments (e.g., observation, teacher made tests, student self-assessment, peer feedback and standardized tests) as well as how to teach students test taking skills, interpret the results of standardized tests for parents and collaborate with colleagues to accommodate the needs of students with exceptionalities. Statistical concepts related to tests such as measures of central tendency, measures of variability, norm and criterion reference tests, validity, reliability, and correlation coefficients will be covered.

**ELED 45000 - Extended Field Experience: Elementary (1)**

This course is intended for those candidates who need extended field experiences with the ongoing supervision by University personnel Length of field experiences will be determined by the Department and is subject to Department Chair approval Completion of this experience does not guarantee eligibility for clinical practice.

**ELED 45500 - Selected Topics in Education (1-3)**

Various topics dealing with issues and skills applicable to education settings.

**ELED 47100 - Content Area Literacy and Reading Strategies (3)**

This course examines instructional approaches for using reading, writing, listening and speaking to learn across the curriculum. The major emphasis of the class will be the study of methods and strategies for comprehending a wide range of texts and materials. Approaches for teaching students to comprehend informational text and synthesize information across content areas will be explored and practiced.

**ELED 48000 - Clinical Practice and Seminar: Elementary (9)**

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

Attributes: Experiential Learning Gen Ed

**ELED 49900 - Independent Study (1-3)**

This course includes a study or project done under the direction of a member of the Department of Elementary Education.

## Secondary Education

**SCED 20000 - Field Experience 1: Secondary (1)**

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

Corequisite: SCED 31200

Attributes: Experiential Learning Gen Ed

**SCED 21000 - Frameworks in Education (3)**

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

**SCED 22100 - Foundational Literacy for Middle School Teachers (3)**

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

**SCED 22500 - Curriculum and Instruction in the Middle School (3)**

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

**SCED 22700 - Special Methods of Teaching Foreign Language to Elementary Grades (3)**

The nature of language and language learning processes with specific focus organizational patterns and teaching methods for the elementary classroom is addressed in this course. Particular emphasis is placed on designing, presenting and evaluating classroom practices and attention to cultural diversity of students and the needs of the exceptional learner. Additionally, the course will discuss how recent developments in the fields of linguistics, psychology and technology impact the teaching of foreign language.

**SCED 30000 - Field Experience 2: Secondary (1)**

This seminar is designed to encourage candidates to explore effective practice, examine assessment data and work with families and the larger community to create an active learning environment. Candidates complete a 50-hour field experience in a public or private school setting with an opportunity to design and deliver several lessons. In addition, they will reflect on their educational experiences, observations, theory and current research in education as they refine their professional portfolio.

Corequisite: SCED 39400

Attributes: Experiential Learning Gen Ed

**SCED 30100 - Noyce Seminar (0)**

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

Attributes: Workshop/Seminar

**SCED 30500 - Noyce Scholars Field Experience 3 (1)**

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

**SCED 31200 - Instructional Strategies and Learning Communities for Adolescents (3)**

This course will encourage teacher candidates to examine several components of teaching and how these components interact to create a positive learning community. Candidates will learn to design standard-based lesson plans and explore a wide range of strategies that will best address the academic and behavioral needs of the diverse middle and high school populations. Through field experiences, lesson plan development and micro-teaching, candidates will create learning materials that demonstrate their understanding of the needs of various populations (ELL, special needs and minority populations). Candidates will explore theories and techniques to create a positive and well-managed learning community. A 50-hour field experience in a middle school setting is associated with this course with concurrent enrollment in SCED 20000.

Corequisite: SCED 20000

**SCED 31500 - Communication for Teachers (3)**

This course is intended to develop the abilities of teacher candidates to apply the techniques of speaking and listening in a variety of classroom settings. Candidates will be encouraged to use critical thinking and problem solving in different contexts and modes of communication. Issues surrounding interpersonal relationships, diversity and ethics will be addressed.

**SCED 31600 - Special Methods: Teaching Theology in Grades 6-12 (3)**

This course focuses on instructional methods and techniques used to differentiate the curriculum in theology in Catholic schools. Particular emphasis is placed on strategies and materials used to teach religion as well as focus on the importance of the internal teacher. Attention is also given to recognizing common student misconceptions.

**SCED 31700 - Special Methods: Teaching Mathematics to Adolescents (3)**

This course focuses on instructional methods and techniques used to differentiate the curriculum in mathematics. Particular emphasis is placed on strategies and materials used to teach math as well as assessment tools used to measure student progress. ISBE and national content learning standards and recommendations for reform in mathematics instruction are incorporated. Attention is given to recognizing common student misconceptions.

**SCED 32100 - Special Methods: Teaching Social Science to Adolescents (3)**

This course focuses on instructional methods and techniques used to differentiate the curriculum in social studies. Particular emphasis is placed on strategies and materials used to teach the social sciences as well as assessment tools used to measure student progress. ISBE and national content learning standards and current issues in social science education are incorporated. Attention is given to recognizing common student misconceptions. Candidates will perform activities and master techniques associated with good social science instruction.

**SCED 32500 - Special Methods: Teaching English/Language Arts to Adolescents (3)**

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

**SCED 32800 - Special Methods of Teaching Foreign Language to Adolescents (3)**

This class will address the theoretical and practical bases for teaching modern foreign languages at the middle and high school levels, including an introduction to the most prominent theories of second language acquisition. Candidates will explore instructional materials, classroom methods, techniques and emerging technology employed in language teaching at these levels. Extensive practice in classroom application of these methods and techniques along with particular attention to the needs of diverse learners and exceptionalities will be included.

**SCED 33100 - Methods of Teaching Reading in the Content Areas to Adolescents (3)**

This course introduces candidates to the materials, theories and strategies applicable to reading and literacy in all content areas. Candidates will discuss ways in which multiple forms assessment data are interpreted and used. Particular emphasis is placed on modifications beneficial to ELL and special need students.

**SCED 33300 - Methods and Content for Teaching Middle Level Geography (3)**

This course introduces topics and methods for teaching geography to middle school students. It is based on standards of geography developed by National Geographic, the Alliance for Geography (GENIP) Geography Education National Implementation Project.

**SCED 33600 - Methods of Teaching Computer Science (3)**

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

**SCED 33900 - Equity, Social Justice and Culturally Responsive Practices (1)**

This course prepares STEM teachers to create an inclusive, equitable, high-quality experience based on what's available to them in their districts. Pre-service teachers will become culturally and linguistically responsive by ensuring representation of students' interests in STEM course materials, embracing student cultures and communities within course lessons including student language representations, developing positive approaches to classroom management, and embracing student cultures and communities within course lessons.

**SCED 34600 - Special Methods: Teaching Science to Adolescents (3)**

This course focuses on instructional methods and techniques used to differentiate the curriculum in a science class (biology, chemistry, physics). Particular emphasis is placed on strategies and materials used to teach science, issues regarding safety and welfare and assessment tools used to measure student progress. ISBE and national content learning standards and recent science education reform proposals are incorporated. Attention is given to recognizing common student misconceptions.

**SCED 38500 - Introduction to Civic Engagement (1)**

This course provides a critical review of contemporary education within the greater social, political, economic and cultural contexts. With a focus on equity and social justice, candidates examine current educational issues and potential innovative solutions. A strong focus on engaging lawmakers and participating in a democratic government will be emphasized. Candidates will research a policy or legislative issue and prepare a position statement to be shared with legislators. This course is open to all Lewis University students who wish to learn more about civic engagement and have the opportunity to research a legislative issue and present a position paper to a state or national legislator. This course is written within the educational context but can be extrapolated to other disciplines outside of education.

**SCED 39400 - Pedagogy and Assessment for Effective Instruction (3)**

Candidates will examine a variety of research-based strategies and interpret data associated with standardized and classroom assessments. The purposes, characteristics and limitations of assessments will be explored. Candidates will have the opportunity to use data to make instructional decisions and discuss the limitations of measurements used to assess student progress in meeting national and state learning standards. The candidate will have the opportunity to apply content area knowledge, students' development needs and culturally responsive pedagogy in the process of developing lesson plans and assessment tools for a variety of instructional purposes. A 50-hour field experience in high school setting is associated with this course with concurrent enrollment in SCED 30000.

Corequisite: SCED 30000

**SCED 45000 - Extended Field Experience (1)**

This course is intended for those candidates who need extended field experiences with the ongoing supervision by University personnel. Length of field experiences will be determined by the Department and is subject to Department Chair approval. Completion of this experience does not guarantee eligibility for student teaching.

**SCED 48100 - Clinical Practice and Seminar: Secondary (9)**

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

Attributes: Experiential Learning Gen Ed

**SCED 48200 - Clinical Practice and Seminar: Middle School (9)**

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

Attributes: Experiential Learning Gen Ed

**SCED 48300 - Clinical Practice and Seminar: Foreign Language (9)**

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

Attributes: Experiential Learning Gen Ed

**SCED 48400 - Internship in Theology Education (6)**

This course is designed to provide practical experience for candidates wishing to teach middle/high school theology. Candidates have total involvement in the participating school system. Progress in developing teaching skills is carefully observed and supervised by the mentor teacher and University supervisor over eight (8) weeks. This course may be taken in conjunction with Special Methods of Teaching Theology in Grades 6-12.

**SCED 49900 - Independent Study (1-3)**

This course includes a study or project done under the direction of a member of the Department of Secondary Education.

## Special Education

**SPED 20000 - Field Experience 1: Special Education (1)**

Candidates complete 50 hours of field experience practice assigned to a certified a special education teacher. This field experience will focus on developing candidates' knowledge and skills related to identifying the support needs of students with disabilities and planning for environmental, instructional and other support needs. In addition to their field work, candidates meet on campus with their University supervisor to further their knowledge and development related to the focus of this field experience. The K-12 mentor teacher and University supervisor will conduct performance assessments of the candidate during this experience.

Attributes: Experiential Learning Gen Ed

**SPED 20200 - Sign Language 1 (3)**

This course covers the development of receptive and expressive skills in sign language and fingerspelling. Manual communication skills that are used in educational and social settings are emphasized. Deaf culture and community characteristics are discussed.

**SPED 20300 - Sign Language 2 (3)**

This course is designed to follow-up and expand on those signs taught in Sign Language 1. Candidates are expected (following review) to be able to fluently use fingerspelling, numbers and other basic signs as well as demonstrate a certain level of precision and fluency. Extensions of deaf culture and school issues will be covered.

Prerequisite: SPED 20200 (may be taken concurrently)

**SPED 22300 - Disability Studies in Education (3)**

This course provides participants with an understanding of the ways in which disability studies can inform current educational policies, practices and curriculum design. Participants will investigate both theoretical and practical aspects of the field of disability studies in education - including social, cultural and historical policies and philosophies - and strategies for addressing the biases inherent in many of these influences. Course topics include issues such as changing conceptions of disability, the lingering impacts of eugenics and institutionalization, the promise and progress of the disability rights movement, disability law and policy, personal and family narratives, the portrayal and inclusion of individuals with diverse abilities in the modern media, and, the promotion of least restrictive attitudes in K-12 classrooms.

**SPED 25700 - Exceptional Learners in Inclusive Communities (3)**

This course is designed to provide pre-service teacher candidates with the knowledge, skills and foundational underpinnings that are required to identify and instruct exceptional learners in inclusive classroom settings, including students identified as having learning disabilities, emotional-behavioral challenges and/or other disability support needs as described in the federal Individuals with Disabilities Education Act. Course content and assessments will focus on the characteristics of exceptional learners, the processes for identifying exceptional learners for appropriate services, collaboration with parents and professional colleagues and research-based approaches for designing inclusive classroom settings and instructional/behavioral/assessment strategies and supports for exceptional learners. This course includes a five-hour field experience.

**SPED 30000 - Field Experience 2: Special Education (1)**

Candidates complete 50 hours of field experience practice in a community or educational setting. This field experience will focus on developing candidates' knowledge and skills related to planning and delivering instructional supports and service for students with disabilities. In addition to their field work, candidates meet on campus with their University coach to further their knowledge and development related to the focus of this field experience. The designated mentor and University coach will conduct performance assessments of the candidate during this experience. Prerequisites 2.75 GPA; Consent of Education Advisor

Attributes: Experiential Learning Gen Ed

**SPED 30300 - Development and Characteristics of Learners (3)**

This course explores the similarities and differences in human development and the characteristics between and among individuals with and without ELN (exceptional learning needs) Pre-service candidates will understand how exceptional conditions can impact an individual's learning and behavior including the impact on their families. An understanding of these learning differences and their possible interactions provide the foundation upon which individualized instruction is designed to provide meaningful and challenging learning for individuals with ELN.

**SPED 30600 - Assistive Technology in Education (1)**

Assistive Technology (AT) hardware and software supports students with disabilities to improve their learning skills in the general education curriculum. This course will provide opportunities to learn about various assistive technologies and strategies to enhance the learning success of all students. Candidates will engage in identifying students academic needs, facilitating their learning with AT devices and assessing their achievements. Candidates will design, develop, implement and evaluate AT projects for students with a variety of learning needs.

**SPED 32900 - Approaches and Applications for the Multicultural Classroom (1)**

This course is designed to explore the goals of multicultural education and aid candidates in developing their own understanding of teaching from a multicultural perspective. Candidates also acquire an understanding of the importance and process of linking home, neighborhood and community contexts to school and classroom contexts in an effort to promote a bias free learning environment. Prerequisites 2.75 GPA; Consent of Education Advisor  
Attributes: Experiential Learning Gen Ed

**SPED 33100 - Classroom and Behavior Management Strategies for All Learners (1)**

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

**SPED 33200 - Methods of Teaching in Middle and Secondary Content Area (3)**

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

**SPED 33400 - Transitions and Students with High Support Needs (3)**

This course is designed to prepare teachers to support students with disabilities who have high support needs in their transitions throughout the school system, with an emphasis on transition from high school to post-school adult life. Participants will learn about the laws that shape transition services, the fundamentals involved in transition planning, the development of written transition plans, resources necessary to affect smooth transitions and current issues and best practices. Emphasis will be placed on student and family involvement in transition planning, team planning, preparatory curricula, inter-agency coordination, community resources, advocacy and systems change strategies. In addition this course will focus on how to design, implement and evaluate effective teaching and learning experiences for students with high support needs from an inclusive education stance. Content will focus on using varied assessment measures, developing daily and weekly schedules, planning and implementing systematic instruction from a universal design perspective, evaluating student learning, facilitating inclusive education and teaching academic and social skills along with other life domain skill areas (community, recreation/leisure and vocational). Prerequisites 2.75 GPA; Consent of Education Advisor

**SPED 34000 - Methods and Content of Teaching Science, Health and Movement (3)**

This course focuses on the development of science and wellness methods and instructional strategies for P-12 students. The course emphasizes how to develop science concepts, use problem-solving strategies and create or use appropriate materials. Current issues in science education, NSTA Standards, CEC Standards and the Illinois Learning Standards are explored. Methods of differentiating instruction and assessment to meet the individual needs of students are also examined.

**SPED 35200 - Methods and Content of Teaching Mathematics (3)**

This course focuses on the development of mathematics methods and instructional strategies for P-12 students. The course emphasizes how to develop mathematical concepts, use problem-solving strategies and create or use appropriate materials. Current issues in mathematics education, NCTM Standards, CEC Standards and the Illinois Learning Standards are explored. Methods of differentiating instruction and assessment to meet the needs of all students including ELL, struggling learners and already proficient learners are included. The candidate will learn how to create or use mathematics manipulatives, literature books and technology to teach these concepts. Candidates will be evaluated on their ability to successfully plan and implement strategies taught in this course.

**SPED 35300 - Early Reading and Writing Methodologies (3)**

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

**SPED 35400 - Methods and Content of Teaching Social Studies (3)**

This course focuses on research-based instructional strategies, technology, resources, national (NCSS) curriculum standards, Illinois State Standards and Common Core Standards. The emphasis of this course is on understanding and using the interrelationships among history, geography, economics, politics, sociology, anthropology, psychology and archeology to develop in students an appreciation and responsibility toward citizenship, multiculturalism and a democratic society. In addition, this course includes planning and organizing for instruction, material selection and evaluation in social studies and multicultural education. Methods of differentiating instruction and assessment to meet the individual needs of all students.

**SPED 35900 - Assessment for Learning (3)**

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

**SPED 36400 - Partnerships for Inclusive Education (1)**

This course is designed to provide participants with the knowledge and skills needed to build and maintain meaningful collaborative partnerships for inclusive education. Participants will gain an understanding of family and community systems, as well as learn methods for building and sustaining partnerships and trust with these critical stakeholders.

Course topics will also include theories and strategies for effective co-teaching relationships and other collaborative endeavors focused on providing inclusion education for all students.

**SPED 36600 - Special Education Law (1)**

This course is designed for intensive investigation and/or study of special education law and policy. Since the passage of the Education of All Handicapped Children Act of 1975 (94-142), and its reauthorization, IDEA 1990, 1994 and 1997, the rights of students with disabilities have expanded. LEA's, SEA's and parents have frequently been in conflict over these rights. To provide effective educational leadership in a complex society, the professional must understand what the law requires; understand how to exercise wisely the discretion of the law and understand how legal disputes can be shaped to advance policy objectives.

Attributes: Workshop/Seminar

**SPED 36700 - Autism (1)**

This course provides an introduction to Autism, one of thirteen special education eligibility categories defined in the Individuals with Disabilities Education Improvement Act. Participants will gain an understanding about the IDEIA definition of autism, how students are determined eligible for supports and services under this categorical label, and, in general, what those supports and services can look like in practice. The information will be shared from a strengths-based non-medicalized disability studies stance.

Attributes: Workshop/Seminar

**SPED 36801 - Wksp: Using Mindfulness and Meditation to Live with Integrity (1)**

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

Attributes: Workshop/Seminar

**SPED 39100 - Instructional Planning and Performance Based Assessment (3)**

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

**SPED 40000 - Field Experience 3: Special Education (1)**

Candidates complete 50 hours of field experience practice in a school setting under the direction of a licensed special education teacher. This field experience will focus on developing candidates' knowledge and skills related to the assessment of students with disabilities in both academic and social-emotional skill domains. This field places a special focus on the use of language by teacher candidates to effect a strong sense of agency on the part of their K-12 learners. In addition to their field work, candidates meet on campus with their University coach to further their knowledge and development related to the focus of this field experience. The mentor teacher and University coach will conduct performance assessments of the candidate during this experience. The candidates also assess their own performance and provide feedback to their peers.

Attributes: Experiential Learning Gen Ed

**SPED 45000 - Special Education Extended Supervised Field Experience (1)**

This course is intended for those candidates who need extended field experiences with the ongoing supervision by University personnel. Length of field experiences will be determined by the Department and is subject to Department Chair approval. Completion of this experience does not guarantee eligibility for clinical practice.

Prerequisite: SPED 30000 and SPED 40000

**SPED 47100 - Content Area Reading Strategies for Adolescent Learners (3)**

This course examines the theories and the practices appropriate for balanced reading and language arts instruction and assessment in grades 4-12. This emphasis of the course is on functional technique for improving student reading performance in the upper grades and incorporating reading into subject matter instruction. Candidates will also look at critical literacy and how it applies to the classroom for adolescent learners. Effective reading and writing instructional strategies and assessment, including those that address the specific needs of second language learners, are modeled and practiced. Prerequisite: 2.75 GPA; Consent of Education Advisor

Prerequisite: SPED 35300

**SPED 48300 - Clinical Practice and Seminar: Special Education (9)**

This course is designed for candidates seeking Illinois Learning Behavior Specialist 1 (LBS1) licensure with total involvement in the participating school system. Progress in developing teaching skills is observed carefully and supervised by the mentor teacher and University supervisor. Assignment is made at the elementary level for eight weeks and the middle/secondary level for eight weeks. Associated seminars focus on edTPA work sessions, interviewing and resumes. This course meets the advanced writing requirement. Attendance at clinical experience seminars is required. Clinical Practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education Committee. Clinical practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education committees. For fall student teaching, all tests must be completed by May 1 of the prior semester. For spring student teaching, all tests must be completed by September 1 of the prior semester. See course schedule book for associated fees. Prerequisites 2.75 GPA; Admission to Clinical Practice; all required content, methods and field experience coursework completed; and passing score on required state tests

Attributes: Experiential Learning Gen Ed

**SPED 48400 - Clinical Practice and Seminar: Combined Special Education/Elementary Education (9)**

Candidates complete eight weeks in an elementary site and eight weeks in a secondary special education site. This course is designed for candidates seeking Illinois Learning Behavior Specialist 1 (LBS1) licensure with total involvement in the participating school system. Progress in developing teaching skills is observed carefully and supervised by the mentor teacher and University supervisor. Assignment is made at the elementary level for eight weeks and the middle/secondary level for eight weeks. Associated seminars focus on edTPA work sessions, interviewing and resumes. This course meets the advanced writing requirement. Attendance at clinical experience seminars is required. Clinical Practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education Committee. Clinical practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education committees. For fall student teaching, all tests must be completed by May 1 of the prior semester. For spring student teaching, all tests must be completed by September 1 of the prior semester. See course schedule book for associated fees. Prerequisites 2.75 GPA; Admission to Clinical Practice; all required content, methods and field experience coursework completed; and passing score on required state tests

Attributes: Advanced Writing, Experiential Learning Gen Ed

**SPED 49900 - Independent Study (1-3)**

This course includes a study or project done under the direction of a member of the Department of Special Education.