

# EDUCATION (EDUC)

## Education (EDUC) 101

### Introduction To Education

This course will provide an introduction to teaching as a profession in the American education system. The course offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society. It includes organizational structure and school governance. A field experience is required. Writing assignments, as appropriate to the discipline, are part of the course.

*Eligibility for ENGLISH 101 based on prior coursework or appropriate score on Placement Test; or Consent of Department Chair*

3 Lecture hours. 3 Credit Hours.

**Offered At:** HW, KK, OH, TR, WR

## Education (EDUC) 102

### Using Technology in The Class

Prepare pre-service and in-service teachers to integrate technology, including computer and multimedia software, into pre-K through 12th grade classes. Surveys concepts of technology use, provides hands-on experience with hardware and software, and addresses human, social, and ethical issues related to the use of technology in education. Meets national and state technology standards. Writing assignments as appropriate to the discipline are part of the course.

3 Lecture hours. 3 Credit Hours.

**Offered At:** HW, KK, OH, TR

## Education (EDUC) 103

### Students With Disabilities in School

A survey course that presents the historical, philosophical and legal foundations of special education, as well as an overview of the characteristics of individuals with disabilities, the Individual with Disabilities Act (IDEA) and the services that are provided under this act, and the diversity of exceptional populations with implications for service delivery. Writing assignments as appropriate to the discipline are part of the course.

*Grade of C or better in EDUC 101 -OR- PSYCH 207 -OR- Consent of Department Chairperson.*

3 Lecture hours. 3 Credit Hours.

**Offered At:** KK, TR, WR

## Education (EDUC) 120

### Survey of Characteristics

This is an introduction to special education, including the historical foundations of special education, information regarding characteristics of individuals with exceptionalities, evidence based instructional strategies as well as legal policies in meeting the needs of diverse learners. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Approval for PK - 21 Special Education. Writing assignments and classroom observations as appropriate to the discipline, are part of the course.

*Enrollment in Program/Plan 0443-Learning Behavior Specialist I -BC*

4 Lecture hours. 4 Credit Hours.

**Offered At:** TR

## Education (EDUC) 121

### Principles and Practice

This course centers around explicit instruction with culturally responsive teaching and co-teaching with a special focus on equity. Methods and strategies related to students with disabilities and how accessing the general education curriculum via inclusion are examined. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Approval for PK - 21 Special Education. Writing assignments and classroom observations as appropriate to the discipline, are part of the course.

*Enrollment in Program/Plan 0443-Learning Behavior Specialist I -BC*

4 Lecture hours. 4 Credit Hours.

**Offered At:** TR

## Education (EDUC) 122

### Psychological Diagnosis

The purpose of this course is to provide prospective special education teachers with a foundation in effective assessments for students in special education. Specifically, content will cover the legal foundations of Special Education (SPED) assessment as well as understanding, administering and interpreting assessments as related to the determination of the eligibility for and type of special education and related & supportive services. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Approval for PK - 21 Special Education. Writing assignments and classroom observations as appropriate to the discipline, are part of the course.

*Enrollment in Program/Plan 0443-Learning Behavior Specialist I -BC Grade of C or better in EDUC 120 and 121.*

4 Lecture hours. 4 Credit Hours.

**Offered At:** TR

## **Education (EDUC) 170**

### **Observation, Documentation, & Assessment in ECSE**

This course provides an overview of observation, documentation, and assessment for children birth to age eight with or at risk for having special needs. Students will be introduced to developmentally appropriate techniques for observing, documenting, and assessing the development of children with or at risk for special needs in order to inform curriculum planning and promote positive guidance strategies. Students will become familiar with informal and formal methods and tools for observation, documentation, and assessment and their appropriate use across developmental domains, environmental contexts, disability diagnosis, and ages. Students will identify methods for individual, environmental, and program assessment in special education contexts. The course emphasizes a strengths-based approach to assessment that includes building partnerships with families and professional colleagues and cultural responsiveness. Self-reflection is a major component of the course as well as the examination of bias in the observation and assessment of young children from diverse backgrounds. Fifteen hours observing young children in an early childhood education setting are required for the course. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Approval for Early Childhood Special Education. Writing assignments, as appropriate to the discipline, are required.

*Enrollment in the Early Childhood Special Education Basic Certificate Program.*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

## **Education (EDUC) 171**

### **Language and Literacy in ECSE**

This course will cover language and literacy development in children age birth to eight years old who are at risk for or have special needs with a specific focus on early childhood special education settings. The course will include an overview of typical language development birth to age eight. Students will be introduced to atypical language development and specific disabilities that affect language and literacy. The course will outline the relationship between communication and language differences and learning and development across domains and contexts. Students will explore methods for supporting development, learning, and literacy for children at risk for or with special needs including assistive technologies and alternative and augmentative communication methods. The course emphasizes a strengths-based approach that includes building partnerships with families and professional colleagues and cultural responsiveness. Self-reflection is a major component of the course as well as the examination of bias in the observation and assessment of young children from diverse backgrounds. Five observation hours are required as part of the course. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Approval for Early Childhood Special Education. Writing assignments, as appropriate to the discipline, are required.

*Enrollment in the Early Childhood Special Education Basic Certificate Program.*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

## **Education (EDUC) 172**

### **Principles and Practices of ECSE**

The purpose of this course is to examine how teachers can implement developmentally appropriate methods in a curriculum while promoting the development of social/emotional, cognitive, communication, adaptive, motor and other learning skills of young children with special needs in various settings to ensure all students can be full participants in their classrooms and in the local school community. Through discussion and hands-on learning activities, teachers will learn to design and adapt learning environments to support development and adapt curricular activities and materials in ways that will allow active and full participation of all children.

*Enrollment in the Early Childhood Special Education Basic Certificate Program.*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

## **Education (EDUC) 203**

### **Educational Psychology**

Assessment of aptitudes, capacities, interests, and achievements; and the educational implications of physical, emotional and social development. Hours of observing in an educational setting are required for this course to ensure various aspects of teaching strategies in a classroom can be observed by the students. Writing assignments as appropriate to the discipline, are part of the course.

*Grade of C or better in PSYCH 201, or Consent of Department Chairperson.*

3 Lecture hours. 3 Credit Hours.

**Offered At:** DA, KK, OH, TR, WR

## **Education (EDUC) 220**

### **Theoretical Foundations of 2nd Language Acquisition and Learning**

This course is an introduction to the theoretical frameworks and educational research of English as a Second Language (ESL) and Bilingual Education (BE). It prepares students to analyze and evaluate the effectiveness of various ESL/BE program models across different contexts. Students will investigate the relationship between theory and practice and understand their role as advocates for English language learners. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for ESL and/or Bilingual Education. Writing assignments, as appropriate to the discipline, are part of the course.

*Completion of ENGLISH 101 with a grade of C or better*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 221****Methods and Materials for Teaching ESL in PK-12**

This course explores methods and materials for teaching English language learners in ESL, bilingual, and mainstream PK-12 classrooms. With an emphasis on integration, students will learn to plan and implement English literacy and academic content area instruction. Students learn to recognize and practice strategies to differentiate standards-based instruction according to language proficiency. A variety of teaching resources and technologies are introduced, analyzed, and matched to diverse English language learners' needs. Meaningful connections with families and communities are discussed in relation to building culturally-responsive practices to support English language learners' achievement. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for ESL and/or Bilingual Education.

*Completion of or concurrent enrollment in EDUC 220*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 222****Methods & Materials for Teaching ESL in PK-12 Bilingual**

This course prepares bilingual students to work with second language learners in PK-12 bilingual programs. It will examine research-based models of bilingual education and prepare students to successfully assess benefits and limitations of particular program designs for various schools or districts. Using both primary and target languages, students will learn how to assess content instruction, teach literacy, select instructional materials, and use a variety of assessment tools. Relevant local, state, and national standards and policies are introduced in relations to teaching and learning in bilingual programs. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for Bilingual Education. Writing assignments, as appropriate to the discipline, are part of the course.

*Completion of or concurrent enrollment in EDUC 220*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 223****Assessment of the Second Language Learner**

This course examines the various assessment issues affecting English language learners in a variety of educational settings. It introduces concepts, procedures, and tools that are associated with current practices used in the identification and placement of bilingual and ESL learners. Students identify and differentiate between language needs and developmental needs. Students learn to recognize the impact of context on second language learners' performance and assess their content instruction in both primary and target languages in order to accurately plan and inform their future instruction. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for ESL and/or Bilingual Education. Writing assignments, as appropriate to the discipline, are part of the course.

*Completion of or concurrent enrollment in EDUC 220*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 224****Cross Cultural Studies for Teaching Limited English Proficient Students**

This course focuses on the relationship between language and culture as it relates to the needs and challenges of English language learners in ESL, bilingual, and mainstream PK-12 classrooms. It prepares students to examine cultural, political and social factors of English language learner's identity and its impact on the process of teaching and learning. Students will investigate how learning and communication styles affect teacher expectations on student achievement. Students will learn to utilize practical resources that support positive relationships between school, family and the community to provide culturally responsive instruction. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for ESL and/or Bilingual Education. Writing assignments, as appropriate to the discipline, are part of the course.

*Completion of ENGLISH 101 with a grade of C or better*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 225****Bilingual and ESL Practicum**

This course serves as the student's culminating experience for the Bilingual/English Second Language Program (ESL). Students will demonstrate competency in effectively teaching Bilingual/English language learners in the classroom. Students will participate in supervised authentic teaching and learning environments. The course requires both formal and informal observations, demonstration of support for students as well as effective instructional strategies, learning activities and assessment techniques. Students will reflect on their experience. Students are evaluated during the practicum experience. The course requires 100 hours of clinical experience. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for ESL and/or Bilingual Education. Writing assignments, as appropriate to the discipline, are part of the course.

*Completion of EDUC 220, EDUC 221, EDUC 223, EDUC 224 with a grade of C or better*

1 Laboratory hours. 2 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 226****Foundations of Educational Technology**

This course explores technology and its use in society and schools as we move through the 21st-century. This course provides an overview of technologies used in the teaching and learning process. It serves as an introduction to current trends in educational technology and the knowledge needed by educators to successfully integrate it into their learning space. Students will investigate educational resources and current trends in educational technology. Emphasis will be given to building a strong professional learning network that will be expressed through a blog and professional online portfolio. Various technology tools will be applied, building a foundation to explore the knowledge needed to acquire the Technology Specialist certification in Illinois. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for Technology Specialist. Writing assignments, as appropriate to the discipline, are required.

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 227****Digital Tools for Teaching, Learning & Assessment**

This course explores the use of digital tools for teaching, learning, and assessment in educational settings. Student learning styles are being taken into account more than ever in education, in part due to the offerings technology brings to the classroom. Educators will learn how to plan, select, develop, and evaluate how to effectively use appropriate instructional technologies and digital tools to enhance teaching and learning. The 21st-century skill framework of the 4Cs: critical thinking, communication, collaboration, and creativity and use in the classroom will be investigated in depth. The concept of digital tools for formative and summative assessments will be explored. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for Technology Specialist. Writing assignments, as appropriate to the discipline, are required.

*Grade of C or better in EDUC 226*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 228****Designing Active Learning Environments**

Course Catalog Description: In this course, students will develop an understanding of theories of learning and how these theories relate to educational technology. Students will explore how to design, develop and deliver active learning lessons using digital tools for all learners. The topics of blended and personalized learning will be addressed, looking at current trends and best practices to meet the needs of every learner. Emphasis is given to design a unit of instruction with learning experience based on the Understanding by Design model. This course will provide guidance on how to help students become active participants in goal setting, management of learning and reflection through digital tools. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for Technology Specialist. Writing assignments, as appropriate to the discipline, are required.

*Grade of C or better in EDUC 226 and CIS 250*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 229****Digital Media Literacy in Classrooms**

This course introduces how media surrounds us at all turns, influencing our thoughts and actions. With today's influx of information, it is critical that our students know how to master the media. This course gives an introduction to the function and issues related to media in society. Students will explore different types of media to develop an understanding of the role it plays in our lives and how it influences our teaching and learning. This includes digital and visual literacies. The course is designed to give educators the knowledge and strategies needed to help students become media literate and to build critical thinking skills that are transferable across subject areas. The course will help educators examine, interpret and evaluate messages while discussing the impact these messages have on today's students. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for Technology Specialist. Writing assignments, as appropriate to the discipline, are required.

*Grade of C or better in EDUC 226*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 230****Internet Technology Fundamentals with Hardware, Software & Operating Systems**

This course introduces educators to the fundamentals of computers including terminology, hardware, software, and operating systems. Students will learn about selecting, managing and maintaining educational technology for schools. The fundamentals of the Internet, including its origins, evolution, and design will be discussed. Students will gain a basic understanding of web content languages, website management, and design/usability principles including accessibility. Critical Internet issues such as security, privacy, and copyright, will be explored within the context of educational technology and schools. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for Technology Specialist. Writing assignments, as appropriate to the discipline, are required.

*Grade of C or better in EDUC 226*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 231****Social Media in the K-12 Classroom**

This course explores the latest social media applications and the role they play in educational settings. Social media has the ability to increase our knowledge and reach outside of the classroom walls. Both educators and students can benefit from the perspectives of many, not just those in front of us. Students will experience an immersive learning environment via popular social media platforms online and learn practical ways to tell their story while building their professional network. Global connections, security, ethics and privacy issues will also be explored. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for Technology Specialist. Writing assignments, as appropriate to the discipline, are required.

*Grade of C or better in EDUC 226 and EDUC 229*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 232****Visionary Leadership in Educational Technology**

This course focuses on technology planning in educational settings. More often than not school leaders are grown from within their organizations. Educators need to understand decision making from a leadership perspective. Students will develop a technology plan for their school or district, conducting all aspects of the planning process including interviews, needs assessments, professional development, and budgeting. To complete this, students will engage with various stakeholders gaining multiple perspectives involved with leadership. Initiatives such as Future Ready and how leaders learn will be explored. This course is part of an approved set of courses that fulfill the requirements leading to the Illinois State Board of Education (ISBE) Endorsement for Technology Specialist. Writing assignments, as appropriate to the discipline, are required.

*Grade of C or better in EDUC 226*

3 Lecture hours. 3 Credit Hours.

**Offered At:** TR

**Education (EDUC) 260**

**Principles of Practice in Elementary Education**

Organizational procedures, curriculum, principles of classroom management, and the role of the teacher in stimulating learning. Writing assignments, as appropriate to the discipline, are part of the course.

*Eligibility for ENGLISH 101 based on prior coursework or appropriate score on*

*Placement Test; or Consent of Department Chair*

3 Lecture hours. 3 Credit Hours.

**Offered At:** KK

**Education (EDUC) 269**

**Practice in Elementary Education-8 Wks.**

Students spend 20 hours per week, under supervision, as a teacher aide in primary grade classroom, 8 or 16 weeks; course includes 2-hour weekly seminar. Writing assignments, as appropriate to the discipline, are part of the course.

*Grade of C or better in CHLD DV 102 and 107 and EDUC 256 and Consent of Department Chairperson.*

2 Lecture Hours. 20 Laboratory Hours. 3-6 Credit Hours.

**Offered At:** KK, OH

**Education (EDUC) 277**

**Philosophy**

Comparative study of philosophical views on the relationship of education to political institutions, social processes, material conditions and individual ideas. Designed primarily for future teachers; open to all students. Writing assignments, as appropriate to the discipline, are part of the course.

3 Lecture hours. 3 Credit Hours.

**Offered At:** KK

**Education (EDUC) 299**

**Special Topics Education**

Special Topics in Education will be discussed. New developments in research and practice including the use of technology in the classroom will be emphasized. Writing assignments, as appropriate to the discipline, are part of the course. Observation hours made in an educational setting may be required for this course.

*Eligibility for ENGLISH 101 based on prior coursework or appropriate score on*

*Placement Test; or Consent of Department Chair*

1-4 Lecture Hours. 1-4 Credit Hours.

**Offered At:** KK, TR

**Repeatable:** Yes, up to 4 times