

EDUCATION (EDUC)

EDUC 5430 Preclinical: Reading. (Formerly 430) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5530; cumulative GPA of 3.000, and TEP. 0 semester credit hour/s.

Campus: LISLE

EDUC 5431 Preclinical: Secondary Mathematics. (Formerly 431) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5531; cumulative GPA of 3.000, and TEP. 0 semester credit hour/s.

Campus: LISLE

EDUC 5432 Preclinical: Secondary English. (Formerly 432) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5532; cumulative GPA of 3.000, and TEP. 0 semester credit hour/s.

Campus: LISLE

EDUC 5433 Preclinical: Secondary Social Science. (Formerly 433) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5533; cumulative GPA of 3.000, and TEP. 0 semester credit hour/s.

Campus: LISLE

EDUC 5434 Preclinical: Secondary Science. (Formerly 434) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5534; cumulative GPA of 3.000, and TEP. 0 semester credit hour/s.

Campus: LISLE

EDUC 5435 Preclinical Experience: K - 12 Spanish. (Formerly 435) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience K-12. Transportation needed. Prerequisites: Preclinical Application: co-registration in EDUC 5535; cumulative GPA of 3.000, and TEP. 0 semester credit hour/s.

Campus: LISLE

EDUC 5436 Preclinical: Secondary Business/Marketing/Computer Education. (Formerly 436) Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisites: Preclinical Application; co-registration in EDUC 5536; cumulative GPA of 3.000, and TEP. 0 semester credit hour/s.

Campus: LISLE

EDUC 5505 Developmental Characteristics of Young Adolescents/ Implications for Teaching and Learning. (Formerly 505) This course will begin examining the developmental characteristics of young adolescents. Cognitive, emotional, physical, social and character development will be viewed in the school setting. Current issues, curriculum, strategies, and programs in local, state, and national middle level schools will be explored. 3 semester credit hour/s.

Campus: LISLE

EDUC 5512 Reading, Writing and Thinking in the Middle and Secondary School Curriculum. (Formerly 512) Examines the relationship between reading, writing, oral communication and thinking and explores strategies for integrating these areas across the curriculum. Examines a variety of theoretical perspectives and instructional strategies involving simulation, role-playing, case studies, inquiry, problem-solving, critical thinking and environmental learning. Lesson and unit plan development emphasized. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Spring Term)

EDUC 5514 Classroom Management. (Formerly 514) This course will provide several models of classroom management, based on instructional styles. Find the best management techniques for your style of teaching. 2 semester credit hour/s.

Campus: LISLE

EDUC 5517 Introduction to Technology. (Formerly 517) Examines various computer programs and applications that can be used to enhance instruction and learning. Topics will include computer-based instruction, multi-media development, internet use for educational purposes, Live Text and electronic portfolio. 1 semester credit hour/s.

Campus: LISLE

EDUC 5518 Survey of Instructional Technology. (Formerly 518) Covers the selection, production, utilization and evaluation of technologically based instructional media. Prerequisite: EDUC 5517 or department consent. 1 semester credit hour/s.

Campus: LISLE

EDUC 5520 Holistic Reading Strategies. (Formerly 520) Examines the processes of communicating that include reading, writing, speaking and listening. Stresses the interactive nature of reading by examining the relationships between author and reader, decoding and context, and reading and writing. Explores the impact of these relationships on meaning construction. Specific methods and philosophies are discussed relative to grades K-2, 3-5 and 6-8. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 5521 Technology Topics. (Formerly 521) This course provides the teacher with a variety of ways in which computer technology can be applied in the classroom. Through exposure to commonly used programs, it will be possible to supplement and enhance an existing curriculum and help teachers be more productive. This course will also provide teachers ways that students can be provided a richer experience as they create and modify their own materials. Teachers will be introduced to products such as scanners, digital cameras and methods to use them effectively. Strategies to realistically use the World Wide Web will be discussed and then put into practice. 1-3 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 99.

Campus: LISLE

EDUC 5524 Literacy Development from P-12. (Formerly 524) From P-12 candidates will learn the developmental stages that occur from emergent and early literacy to the fluent reader stages. These steps from learning to read to reading to learn are developmentally sequenced and continue long into adulthood past the fluency stages. The reader is continuously developing skill on into the academic content learning that happens simultaneously through the reading process. 3 semester credit hour/s.

Campus: LISLE

EDUC 5525 Teaching Mathematics: An Interactive Process (with preclinical 425). (Formerly 525) Explores current trends in the teaching of mathematics. Discusses content of elementary and middle-grade mathematics programs, teaching materials, and philosophies relative to grades K-2, 3-5, and 6-8. Emphasizes the importance of a developmental approach to teaching mathematics by progressing from conceptual, transitional, and eventually to symbolic problem solving. Includes a 40 clock hour field experience in an off-campus setting. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s. Department Consent Required.

Campus: LISLE

EDUC 5528 Science Topics. (Formerly 528) 1-3 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 12.

Campus: LISLE

EDUC 5529 Spanish Topics. (Formerly 529) 2 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 99.

Campus: LISLE

EDUC 5530 Assessment and Corrective Reading. (Formerly 530) Provides opportunities to assess a reader's strengths and weaknesses by utilizing informal assessment techniques. Diagnosis of reading and writing skills in grades K-2, 3-5, and 6-8 is determined through the use of observational checklists, informal reading inventories, and record keeping systems. Includes a 40 hour field experience in an off-campus setting. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s. Department Consent Required.

Campus: LISLE

EDUC 5531 Curriculum and Instructional Methods in Mathematics (6-12). (Formerly 531) Emphasis placed on methods, content and instructional materials utilized in teaching mathematics in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 5532 Curriculum and Instructional Methods in English and Language Arts (6-12). (Formerly 532) Emphasis placed on methods, content and instructional materials utilized in teaching English and Language arts in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 5533 Curriculum and Instructional Methods in Social Science (6-12). (Formerly 533) Emphasis placed on methods, content and instructional materials utilized in teaching Social Science in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 5534 Curriculum and Instructional Methods in Science (6-12). (Formerly 534) Emphasis placed on methods, content and instructional materials utilized in teaching science in the middle/junior and high school. Includes a 40-hour field experience. Transportation needed. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 5535 Curriculum and Instructional Methods in Spanish K-12. (Formerly 535) Emphasis placed on methods, content and instructional materials utilized in teaching Spanish in grades K-12. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 5536 Curriculum and Instructional Methods in Business, Marketing, and Computer Education (6-12). (Formerly 536) Emphasis placed on methods, content and instructional materials utilized in teaching business, marketing and computer education in the middle/junior and high school. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 5537 Literacy Topics. (Formerly 537) 1-3 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 99.

Campus: LISLE

EDUC 5540 Survey of Exceptional Children. (Formerly 540) Discussion of learners with exceptionalities; characteristics of students labeled as having mental retardation, learning disabilities, behavioral disabilities, sensory deficits, speech disorders and health/physical challenges. Diagnosis, referral, educational strategies and legal implications are reviewed. 3 semester credit hour/s.

Campus: LISLE

EDUC 5543 Middle School Philosophy, Curriculum, and Instruction. (Formerly 543) Analysis of the philosophy and practices in middle level education. Primary emphasis is placed on the unique needs of middle level students and programs and instructional methods and practices designed to meet those needs including content area reading instruction. Examination of the teacher roles in the middle school and curricular reform movements, including strategies for teaching across the curriculum. Includes a 40-hour field experience. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 5548 Issues and Trends in School Improvement. (Formerly 548) Designed as a series of mini workshops to study the issues and trends of school improvement such as: leadership and change, research and instructional improvement, curriculum/assessment, choice school funding, technology and school-community partnerships. Examines current theory and research (educational and organizational) and applies it through a variety of course activities. The end product requires each student to develop a detailed strategic plan for their specific school, department, team or special project. 2 semester credit hour/s.

Campus: LISLE

EDUC 5550 Working with Families of Persons with Disabilities. (Formerly 550) Using a family systems approach, this course is designed to enable professionals to interact in a productive and empowering manner with families. While strategies and methods of interaction with families of learners with disabilities are stressed, the methods taught in this course are applicable to all family systems. 3 semester credit hour/s.

Campus: LISLE

EDUC 5551 Young Adult and Multicultural Literature in the Middle and Secondary School Curriculum. (Formerly 551) Evaluation, selection and teaching of literature to serve the interests and reading needs of students from the middle-school through high school. The course includes literature which reflects the culture and heritage of America's multiethnic/multicultural population. The course emphasizes theory and research in reading comprehension, literary criticism, including reader response and curriculum and instruction. In addition, the course includes critical analysis, methods of teaching literature and the uses of literature in the curriculum. Prerequisites: cumulative GPA of 2.5 and TEP. 3 quarter credit hour/s.

Campus: LISLE (Typically Offered: Periodically)

EDUC 5553 Multicultural Literature for Children and

Adolescents. (Formerly 553) This course will introduce students to a range of high quality multicultural literature for all grade levels. Students will immerse themselves in the texts as they learn how cultural, linguistic and ethnic diversity influence reading; how breadth and depth of reading experience influence vocabulary and comprehension development; a variety of ways to respond to literature; the analysis and evaluation of material; understanding dialect; and language differences and the implication for reading. Clinical Hours: 5 hours. 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 5554 Strategy and Implementation. (Formerly 554) Develops the theory, practice and application of management by objectives. Examines the implementation and introduction of an MBO system as it applies to profit and nonprofit organizations. 1 semester credit hour/s.

Campus: LISLE

EDUC 5555 Classroom Management. (Formerly 555) Positive programs for use in classrooms are discussed, with an emphasis on strategies designed to cope with challenging behaviors throughout the curriculum. A case analysis approach is used in conjunction with establishing a knowledge base of a variety of models of discipline. Includes a 20 clock hour field experience in an off-campus setting. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 5556 Understanding Literacy Assessment. (Formerly 556) Provides opportunities to explore standardized assessment procedures and their relationship to performance-based assessments: comprehension measures, portfolios, close process observations, anecdotal notes, rubrics, student-involved assessment, checklists, interviews, etc. Students have multiple experiences in the development of performance-based measures and their implementation in the classroom. 3 semester credit hour/s.

Campus: LISLE

EDUC 5558 Integration of the Language Arts. (Formerly 558) Builds on the major components of the reading process; phonemic awareness, phonics, fluency, vocabulary development and comprehension and the five components of the writing process: conventions, word knowledge, sentence fluency, idea generation and organization for composing a wide variety of texts. Enhances knowledge of research-based, instructional strategies that reinforce the inextricable connection between reading, writing, listening and speaking. Promotes reading and writing success for a wide range of learners, including those of varying abilities and from diverse backgrounds. Practicum Hours: 5 hours. 3 semester credit hour/s.

Campus: LISLE

EDUC 5559 School Improvement Trends. (Formerly 559) Study of issues and trends impacting the quality and performance of schools; use of data collection and analysis as a basis for informing the strategic planning process and identifying areas for improvement; explores the impact of differing socioeconomic groups and multi-ethnic/racial populations on current practice. Internship Practicum Hours: 5 hours. 3 semester credit hour/s.

Campus: LISLE

EDUC 5560 Learning Behavior Characteristics of Individuals with Physical Disabilities and Mental Retardation. (Formerly 560) Reading and discussion regarding learning characteristics of persons labeled with Physical Disabilities and Mental Retardation. Students will develop awareness of the diverse medical, physical, motor, communication, social-emotional and cognitive needs of the population, as well as identify appropriate programming approaches. 3 semester credit hour/s.

Campus: LISLE

EDUC 5562 Educational Policy and Politics. (Formerly 562) Examines the political economy and bureaucratic politics of educational organizations, with special attention to the policy making, implementation and evaluation process. Internship Practicum Hours: 5 hours. 3 semester credit hour/s.

Campus: LISLE

EDUC 5564 Content Area Literacy and Learning. (Formerly 564) Designed for students to develop the knowledge and competencies for teaching in the content areas. It will provide a foundation for content area reading instruction with emphasis on the integration of academic vocabulary and the language arts; reading, writing, speaking, listening and viewing and visualizing. Making reading/writing connections is a key component for a skilled Reading Specialist. Students in this course will learn how to effectively apply relevant strategies to support both classroom teachers and students. 3 semester credit hour/s.

Campus: LISLE

EDUC 5565 Learning Behavior Characteristics of Individuals with Learning Disabilities. (Formerly 565) Provides students with an introduction to the field of learning disabilities. Emphasis is placed upon characteristics of specific types of learning disabilities and specific issues across the life-span (early childhood through adulthood). 3 semester credit hour/s.

Campus: LISLE

EDUC 5567 Literacy and the ELL Learner. (Formerly 567) This course will provide students with experience using literacy models for bilingual students and simultaneous and sequential models for literacy instruction that supports bilingual acquisition using the most current bi-literacy research to support bilingual best practices in instruction, assessment and literacy intervention. Includes 20 hours in a bilingual setting. 3 semester credit hour/s.

Campus: LISLE

EDUC 5570 Learning Behavior Characteristics of Individuals with Emotional Behavior Disorders. (Formerly 570) A study of the characteristics of learners labeled as having emotional/behavioral disorders. Theories of causation, assessment and best practices for educational programming are discussed. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 5572 Special Topics. (Formerly 572) This will serve as the course number and prefix for all characteristic classes offered through the TIDE program. 1-4 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 99.

Campus: LISLE

EDUC 5578 Literacy Assessment (K-12). (Formerly 578) Examines the nature of the reading process and reading problems, the context for using formal and informal assessments, approaches for identifying children with reading and writing challenges, and the process for using assessment to guide instructional decision making and improve reading proficiency. Practicum: 5 hours. 3 semester credit hour/s.

Campus: LISLE

EDUC 5589 Media Literacy, Technologies and Contemporary Cultures Across the Curriculum. (Formerly 589) This survey course is designed to explore the power and challenges of integrating media, technologies and contemporary cultures into classroom curricula. Participants will explore academic theories surrounding these issues as well as practical classroom applications. Educators will receive classroom-ready resources throughout the course designed to improve teacher knowledge and practice around media, contemporary cultures and new technologies. The course culminates with teachers creating and sharing K-12 lessons that incorporate media, technologies and popular cultures with existing best practices and national standards. Students will read and write for the duration of the course and participate in a Web 2.0 network where they will share and critique participant's final projects. 3 semester credit hour/s.

Campus: LISLE

EDUC 5591 Family, School and Community. (Formerly 591) This course examines the position of the child in family and community life. Studies the role of the family in American society and the effects of various types of institutions (political, commercial, legal) on a child's life. 3 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 99.

Campus: LISLE

EDUC 5595 Survey of Exceptional Children and Adolescents. (Formerly 595) This course explores laws and regulations (IDEA-P.L. 101-476), current philosophies, practices and critical issues in special education. Characteristics of the major types of exceptionality in children and adolescents are studied. The process of assessment, educational planning, and best practices are introduced. The context of multicultural and linguistic influences are considered throughout. Alternative approaches to direct. 3 semester credit hour/s.

Campus: LISLE

EDUC 5598 Teaching Strategies for Students in the Autism Spectrum. (Formerly 598) This course will cover the characteristics of students within the autism spectrum, strategies for teaching academic and social skills and the development of behavior intervention plans. Opportunities will be provided to practice teaching strategies, develop lesson plans and create materials. The goal of this course is to provide practical strategies that can be used within the special education or general education classroom from the early childhood level through high school. 3 semester credit hour/s.

Campus: LISLE

EDUC 5599 Special Methods Topics. (Formerly 599) 4 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 99.

Campus: LISLE

EDUC 6552 Leadership. (Formerly 552) Reviews alternative models of leadership and their effects on employee and organizational performance. Focuses on leadership skills and strategies for effective performance. 1 semester credit hour/s.

Campus: LISLE

EDUC 6557 Organizational Culture. (Formerly 557) Covers the understanding and analysis of corporate culture and its relationship to behavior and organizational performance. Examines management techniques to use culture more effectively. Explores the concept of culture as it applies to international values and norms in management. 1 semester credit hour/s.

Campus: LISLE

EDUC 6573 Performance Appraisal. (Formerly 573) Examines motivation and performance theory relevant to performance appraisal. Students will examine issues relating to existing practices, policies and forms of performance review interviews and develop an appraisal system. 1 semester credit hour/s.

Campus: LISLE

EDUC 6579 Training and Development Overview. (Formerly 579) Covers the steps in the training/management development process from needs assessment to training design to training evaluation. Examines the role of training in strategic human resource planning and organizational career management. 1 semester credit hour/s.

Campus: LISLE

EDUC 6581 Team Building. (Formerly 581) Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. 1 semester credit hour/s.

Campus: LISLE

EDUC 6582 Conflict Management. (Formerly 582) Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes and effective management strategies. 1 semester credit hour/s.

Campus: LISLE

EDUC 6583 Organizational Assessment. (Formerly 583) Explores a variety of theories, models, tools and best practices for assessing organizational performance. Consideration is given to assessment as a diagnostic organization development intervention. Practical applications provide students with frameworks for analyzing and applying the course material. 1 semester credit hour/s.

Campus: LISLE

EDUC 6584 Strategies for Change. (Formerly 584) Reviews the development and implementation of successful change. Focuses on the development of diagnostic skills and the selection of appropriate change methods. Includes exploration of the role of the change agent, employee involvement and political issues. 1 semester credit hour/s.

Campus: LISLE

EDUC 6592 Managing Diversity. (Formerly 592) Focuses on the cultural shift required in organizations to move from equal employment opportunities, Affirmative Action and understanding diversity to truly manage diversity in the workplace. Examines the issues from personal, interpersonal and organizational perspectives. Case material and exercises provide experience in acting as a change agent in an organization. 1 semester credit hour/s.

Campus: LISLE

EDUC 6600 Independent Study. (Formerly 600) 1-4 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 30.

Campus: LISLE

EDUC 6602 Assessment for Diagnosis. (Formerly 602) This course focuses on the steps in the reading diagnosis process that include the identification of struggling readers and writers, administering a series of formal and informal literacy assessments, analyzing assessment data and finally creating a diagnostic case study to determine the instructional recommendations. 3 semester credit hour/s.

Campus: LISLE

EDUC 6603 From Diagnosis to Instruction. (Formerly 603) In this course, candidates will use the assessment data and literacy challenges identified in the diagnostic case study as a basis for instructional design and planning for intervention in the classroom and as a tiered intervention system. 3 semester credit hour/s.

Campus: LISLE

EDUC 6604 Theoretical Foundations of Teaching ESL and Bilingual Education. (Formerly 604) This course will help practicing and prospective teachers to understand current research and theories of second language acquisitions (SLA), specifically as they relate to teaching English as a second language and bilingual education. Through readings, critical analysis and thoughtful discussion, students will learn about the current theories of second language learning and acquisition and bilingual education. This course is intended to help prospective teachers create a rationale for their teaching by exposing them to a broad range of theory and research in psycholinguistics, applied linguistics, learning theory, sociolinguistics and the various teaching methodologies which are rooted in these fields. Students will examine the major theories, concepts and guiding hypotheses in the field of Applied Linguistics and Teaching English to Speakers of Other Languages (TESOL) in terms of English language and bilingual learners' performance. Students will explore the many factors that affect school performance of these learners. Students will investigate and develop useful and relevant models of SLA, engage and debate the merits of various theories, and learn the vocabulary of the field. Includes 20 clinical hours in a bilingual setting. 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6605 Ethics, Education and Social Change. (Formerly 605) Examines major issues impacting today's educational system including cultural and socioeconomic factors, the role of values in education, and the uses of technology; explores philosophies of education relative to each grade level, including middle grades, and the historical development of education; analyzes the current state of education and considers realistic future directions. 3 semester credit hour/s.

Campus: LISLE

EDUC 6606 Linguistics For Educators. (Formerly 606) Linguistics for educators is a classroom focused introduction to the study of language and linguistics. The purpose of this class is to provide classroom teachers with a practical grasp of social and academic linguistic building blocks inherent in the English language and how they apply to teaching ESL. (Includes 10 clinical hours in an ESL classroom). 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6607 Methods and Materials for Teaching ESL. (Formerly 607) This course focuses on methods and materials to support ELLs. Course content consists of stages of second language learning, introduction of relevant professional standards; evaluating how to align content and language objectives to these standards; introduction of techniques for making content comprehensible; discussion of practical methods of scaffolding language and learning for ELLs; methods of cooperative and group learning; and modifying language objectives into a 3-tiered model. Students will gain practical experience aligning both content and language objectives to relevant professional standards. (Includes 20 clinical hours in a bilingual setting). 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6608 Ethical Issues and Social Change. (Formerly 608) Examines major issues impacting today's educational systems including cultural and socioeconomic factors, the role of values in education and the uses of technology; analyzes the current state of education and considers realistic future directions for ethical school leaders. Internship Practicum Hours: 5 hours. 3 semester credit hour/s.

Campus: LISLE

EDUC 6609 Assessment of English as a Second Language and Bilingual Students. (Formerly 609) Assessment is a systematic process that plays a key role in every aspect of programming for ESL and bilingual learners. Assessment of ESL and bilingual students provides educators with information and hands-on experience in dealing with the subject of formal and informal assessment/evaluation within cross-cultural settings, particularly in the education of ESL and bilingual learners. (Includes 20 clinical hours in a bilingual setting). 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6610 Learning and Development. (Formerly 610) Explores the major theories of learning, human growth and development, motivation, and assessment; learning theories and styles are examined and specific principles are applied to the classroom setting; emphasis is placed on developing and enhancing an individual teaching style that maximizes a learner's potential. The developmental characteristics and the nature and needs of the early adolescent are also studied. 3 semester credit hour/s.

Campus: LISLE

EDUC 6611 Literacy Coaching and Collaboration. (Formerly 611) Candidates will implement techniques for team and co-teaching, coaching, collaboration and leadership that will foster effective literacy practices. A literacy coach will learn methods for providing knowledge, consultation, collaboration, evaluation, motivation, and materials for classroom and content teachers. Candidates will also learn to employ the coaching model in the four-part process of coaching: (1) observe/clarify/question, (2) anticipate needs, (3) focus/strategies, and (4) additional focus/strategies. 3 semester credit hour/s.

Campus: LISLE

EDUC 6612 Methods of Organizational Research. (Formerly 612) Covers alternative methods of research design for organizational studies. Emphasizes academic and practitioner research issues and skill-building in the logic and practice of organizational research. Includes qualitative and quantitative research design, data collection, analysis and report writing. 3 semester credit hour/s.

Campus: LISLE

EDUC 6613 Methods and Materials for Teaching Limited-English Proficient Students in Bilingual Programs. (Formerly 613) This course provides an overview of the historical development of academic, affective, cultural and language learning materials and methodology for teaching limited-English proficient students in bilingual programs. It explores a range of current methods and materials which can facilitate second language learning for beginning, intermediate and advanced levels, and in different P-12 contexts. (Includes 20 clinical hours in a classroom that has ESL and or bilingual students.) 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6614 Sociocultural Studies in ESL and Bilingualism. (Formerly 614) Considers the impact of social, cultural, and political factors on second language and bilingual learning and teaching in linguistically diverse communities. Examines ways in which the political and social context support language differences and affect literacy practices in P-12 settings. Examines how factors such as ethnicity, gender, and social class affect language and literacy learning. (Includes 10 clinical hours in a bilingual classroom). 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6615 Curriculum Development. (Formerly 615) Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's multicultural and diverse school system. 3 semester credit hour/s.

Campus: LISLE

EDUC 6616 Curriculum Design and Instruction. (Formerly 616) This course will require candidates to design, plan and implement literacy intervention and instruction in the classroom as a part of the Common Core State Standards as well supplemental and intensive instruction to give layered instruction to students. The course content will help candidates to use coaching techniques to support and extend the literacy curriculum. 3 semester credit hour/s.

Campus: LISLE

EDUC 6617 Curriculum, Assessment and Instruction. (Formerly 617) Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's diverse school system. Explores the relationship between curriculum, assessment and instruction; aligns curricula to standards; evaluates effectiveness of curricula. Internship Practicum Hours: 5 hours. 3 semester credit hour/s.

Campus: LISLE

EDUC 6618 Educational Psychology: The Learner. (Formerly 618) The purpose of this course is to show individuals how educational psychology can improve their all-important role as an educational decision maker. In this course candidates will explore various theoretical perspectives and research findings on how students develop throughout the elementary, middle, and secondary years, how they differ from one another in ways that affect their classroom performance, how they learn most effectively, what motivates them, and how their learning and achievement can best be measured and evaluated. 3 semester credit hour/s.

Campus: LISLE

EDUC 6619 The Learning Environment. (Formerly 619) This course presents best practice of effective classroom management, how to establish a productive classroom climate, how to apply a variety of evidenced-based management strategies to help students become responsible for their behaviors and choices. Candidates will learn how to increase student motivation, build positive student-teacher relationships, and develop effective partnerships between parents and school. Techniques to minimize and prevent classroom and behavior management problems utilizing functional behavior assessment and behavior intervention programming will be examined. 3 semester credit hour/s.

Campus: LISLE

EDUC 6620 Instructional Strategies Across the Curriculum. (Formerly 620) Emphasizes instructional methodology; integrated thematic unit planning in such areas as science, and social studies; and inductive approaches to learning. Students develop strategies for: making effective instructional decisions; diagnosing needs; incorporating technology into the curriculum; and selecting appropriate instructional objectives. Specific methods (e.g. reading in the content areas) and philosophies are discussed relative to grades K-2, 3-5 and 6-8. Prerequisites: Cumulative GPA of 3.000 and TEP. 4 semester credit hour/s.

Campus: LISLE

EDUC 6621 Linking Assessment and Instruction. (Formerly 621) Provides an in-depth presentation of the complex issues of assessment, including evaluation procedures, from pre-referral intervention, determination of eligibility, and program decision-making to progress monitoring of scientifically-based instructional interventions based upon Response to Intervention (RTI). Content coverage will address an overview of assessment models including authentic, traditional, informal, dynamic, performance, curriculum-based and alternative techniques. 3 semester credit hour/s. Department Consent Required.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6622 Theoretical Foundations of Literacy and Language. (Formerly 622) This course provides key theoretical underpinnings to research and instruction in literacy. Investigates current theories of reading/literacy and their historical roots as well as current trends in practice. Ties these trends in research to best practices and applications in literacy. 3 semester credit hour/s. Department Consent Required.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6623 Characteristics of High Incidence Disabilities. (Formerly 623) Provides students with the comprehensive knowledge base necessary to effectively identify and define high incidence disabilities (i.e. learning disabilities, mild cognitive disabilities, speech-language disorders, other health impairments, developmental delays, traumatic brain injuries, and Asperger's syndrome). Students will recognize the importance of the relationship of cognitive, physical, emotional, social, and communication development on learning (ages 3-21). 3 semester credit hour/s. Department Consent Required.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6624 Methods of High Incidence Disabilities. (Formerly 624) A comprehensive study of theoretical issues and research-based educational planning and programmatic organization of instruction for school-age individuals with high incidence disabilities (i.e. learning disabilities, mild cognitive disabilities, speech-language disorders, other health impairments, developmental delays, traumatic brain injuries, and Asperger's syndrome). Content will address curriculum design and development of individualized programs involving evidence-based interventions that meet students' needs. Focus will also be given to the development and implementation of differentiated curriculum and curricular enhancements. 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional Disorders. (Formerly 625) Designed to focus on the affective nature of teaching students with learning disabilities and severe/emotional disturbances. Provides teaching strategies, discussions on collaboration and consultation, and general programming for learners with learning disabilities (LD) and severe/emotional disturbances (SED) in the regular classroom. Requirement for students in MAED program: 25 clock hour practicum experience in an off-campus setting. Prerequisites: Cumulative GPA of 3.000 and TEP. 4 semester credit hour/s.

Campus: LISLE

EDUC 6627 Characteristics of Low Incidence Disabilities. (Formerly 627) Provides an in-depth presentation of the issues in definition and identification procedures and the impact that low incidence disabilities (i.e. autism, moderate to severe cognitive disabilities, orthopedic impairments, multiple disabilities, vision and sensory impairments) have on cognitive, physical, social, and communication development of an individual, and provides opportunities that support the education of intellectual, social, and personal development of all students (ages 3-21). 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6628 Methods of Low Incidence Disabilities. (Formerly 628)

A comprehensive study of theoretical issues and research-based educational planning and programmatic organization of instruction for school-age individuals with low incidence disabilities (i.e. autism, moderate to severe cognitive disabilities, orthopedic impairments, multiple disabilities, vision and sensory impairments). Content will address curriculum design and development of individualized programs involving evidence-based interventions that meet students' needs. Focus will also be given to the development and implementation of differentiated curriculum, curricular enhancements, and environmental accommodations. 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6629 Collaboration and Professional Practice in Special Education. (Formerly 629)

Focuses on home-school partnerships, family issues and professional collaboration. Applies the knowledge of cultural and linguistic diversity in contexts as they relate to the family and society. Addresses the members of educational teams designed to support and optimize learners' educational needs, social-emotional development, network of community services and support, and resources available to individuals, families and groups affected by diverse disabilities. 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6630 Research Methods. (Formerly 630)

Research fundamentals and methods are explored. Opportunities for the critical analysis of current research studies and the planning and development of a research thesis/project are provided. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 6631 Action Research and Inquiry. (Formerly 631)

Provides a foundation for educators to become active inquirers in the classroom. Explores techniques and strategies that guide instructional decision making and improves practice. Provides an in-depth study of the process for developing an Action Research Proposal, which includes the following framework: area of focus, research questions, review of related literature, plans for data collection, sources and analysis and action plan. Practicum: 5 hours. 3 semester credit hour/s.

Campus: LISLE

EDUC 6632 Supervision and Staff Development. (Formerly 632)

Examines principles and practices of supervision in schools related to instructional and support personnel and explores various supervisory models. Includes the designing, implementing, and evaluating of effective staff development programs for personnel in educational settings. Internship Practicum Hours: 5 hours. 3 semester credit hour/s.

Campus: LISLE

EDUC 6633 Learning Inquiry. (Formerly 633)

This two-week course prepares candidates for their initial teaching experience with problem-based learning. During Week 3 of the program, candidates will examine learning theories in order to create a philosophical framework for teaching. This will include, but not be limited to constructivism and other inquiry-based paradigms and theories. Students will translate their philosophical framework by planning for the teaching and critiquing of a "mini-lesson" which aligns with the edTPA specifications. Week 4 is an elaboration and extension of Week 3's activities and objectives in preparation for the Summer Science/Math Camp-Sleuths. 3 semester credit hour/s.

Campus: LISLE

EDUC 6634 Curriculum and Assessment Design. (Formerly 634)

This focus of this course is on deeper learning of curriculum design and assessment strategies and procedures. Students not only need to understand the rationale for various curricula that they will be expected to teach but also be able to create curricula if given the opportunity. The purposes of assessments need to be clearly described and different modes of information gathering and evaluation strategies for formative and summative purposes will be explored. Issues of validity, reliability, and fairness will be discussed. 3 semester credit hour/s.

Campus: LISLE

EDUC 6635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental Retardation. (Formerly 635)

Techniques for arranging the instructional environment to provide for maximum learner participation; design of individualized adaptations and methods of ensuring learner acquisition, fluency, maintenance and generalization for those learners identified with physical disabilities and mental retardation. 40 hour preclinical experience required. Prerequisites: Cumulative GPA of 3.000 and TEP. 4 semester credit hour/s.

Campus: LISLE

EDUC 6636 High School Summer School Practicum and Analysis of Best Practice. (Formerly 636)

3 semester credit hour/s.

Campus: LISLE

EDUC 6637 Methods of Reading and Reading in the Content Area. (Formerly 637)

3 semester credit hour/s.

Campus: LISLE

EDUC 6638 Alternative Licensure Internship I. (Formerly 638)

The Alternative Licensure Internship I course is designed to support the novice teacher during the first year of a two-year internship. Each intern is guided by a qualified onsite mentor, the site's principal, and an appropriately qualified university supervisor. Course Prerequisite: Candidates must successfully complete Checkpoint 3 in order to enter EDUC 6638. • Completion of all 18 credits taken during the Summer Session with minimum GPA 3.0 with no C grades permitted • Completion of the Dispositional Assessment • Attainment of a full-time position in a secondary school • Apply for and receive an educator license with stipulations endorsed for provisional alternative educator. Credits: 3 semester credit hour/s.

Campus: LISLE

EDUC 6639 Alternative Licensure Internship II. (Formerly 639)

The Alternative Licensure Internship II course is designed to support the novice teacher during the second year of a two-year internship. Each intern is guided by a qualified onsite mentor, the site's principal, and an appropriately qualified university supervisor. Upon successful completion of this internship, interns may qualify for initial licensure as a secondary teacher in math or science. Course Prerequisite: Candidates must successfully complete Checkpoint 4 • Evidence of passage of the APT • Evidence of passage of the edTPA • Recommendation for continued placement in a school by both school principal and university supervisor (program coordinator). Due to extenuating circumstances, this recommendation does not assure continued employment at the school. • Minimum grade of B Credits: 3 semester credit hour/s.

Campus: LISLE

EDUC 6640 Assessment Measures. (Formerly 640) The focus of this course is to provide an in-depth study of assessment relevant to screening, diagnosis of both typical and atypical learners, program development, program evaluation, and accountability in grades K-12. Emphasis is placed upon the critical selection, administration and interpretation of both formal and informal assessment. Included are topics of statistics relevant to measurement, legal and cultural issues, academic and adaptive behavior assessment and appropriate applications of assessment results. Prerequisites: Cumulative GPA of 3.000 and TEP. 3 semester credit hour/s.

Campus: LISLE

EDUC 6641 Assessment and Diagnosis for Special Education (LBSI). (Formerly 641) This course provides students with the background and skills essential to utilize diagnostic data to construct appropriate educational recommendations and to prepare comprehensive educational evaluations for students with special learning needs. 3 semester credit hour/s.

Campus: LISLE

EDUC 6645 Collaborative/Consultative Teaching. (Formerly 645) Provides students with competencies enabling them to work effectively in the design and implementation of collaborative and consultative approaches to facilitate the delivery of instruction to students with disabilities in regular educational programs. 3 semester credit hour/s.

Campus: LISLE

EDUC 6650 Leadership and Motivation. (Formerly 650) Covers the basic theory and application of administration and management. Emphasizes organizational behavior, including problems of motivation and leadership. 3 semester credit hour/s.

Campus: LISLE

EDUC 6660 Preparing Teachers for Inclusion. (Formerly 660) Designed to familiarize students with the needs of exceptional children. Students develop specific strategies for teaching children with disabilities in the regular classroom. New ideas for teaching cross-cultural and bilingual students are also explored. 3 semester credit hour/s.

Campus: LISLE

EDUC 6665 Alternative Certification for Preservice Teachers. (Formerly 665) Provides the alternative certification candidate with an in depth, yet accelerated approach to the pedagogical training necessary to secure a provisional alternative teaching certificate in science or mathematics. The experience consists 320 clock hours of instruction, observation and classroom practice. The problem-based learning model is used as the major mode of instruction during the eight week session. An intensive assessment system is built into the program culminating in a professional portfolio presentation. 18 semester credit hour/s.

Campus: LISLE

EDUC 6670 Student Teaching - Elementary and Middle School. (Formerly 670) A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles expected of beginning teachers. 6 semester credit hour/s. Department Consent Required.

Campus: LISLE

EDUC 6671 Student Teaching - Elementary Special Education, Learning Behavior Specialist I. (Formerly 671) A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hour/s.

Campus: LISLE

EDUC 6672 Student Teaching - Secondary Special Education, Learning Behavior Specialist I. (Formerly 672) A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hour/s.

Campus: LISLE

EDUC 6673 Student Teaching - Middle/Junior and High School. (Formerly 673) A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 6 semester credit hour/s.

Campus: LISLE

EDUC 6675 Alternative Program/Internship. (Formerly 675) A paid field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 6.

Campus: LISLE

EDUC 6680 Seminar/Research in Education. (Formerly 680) Study of current issues, trends and patterns of organizations affecting the field of education. Includes a research project or thesis as per instructor. 3 semester credit hour/s.

Campus: LISLE

EDUC 6690 Practicum I Corrective Techniques and Interventions for Struggling Readers. (Formerly 690) In this course candidates will examine and design corrective techniques, strategies and programs for intervention with students experiencing difficulties in literacy. Candidates learn to apply the process of tiered curriculum, assessment and instruction in literacy to develop materials and techniques based on the developmental need, and cultural and linguistic background of the P-12 students by building a repertoire of programs, techniques and strategies in literacy. 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6691 Practicum II. (Formerly 691) Practicum II is a capstone course designed so reading specialist candidates can synthesize, integrate and implement the knowledge and skills they gained throughout their reading specialist master's program. During this culminating project, candidates will demonstrate proficiency in the professional reading specialist standards. 3 semester credit hour/s.

Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 6699 Master's Thesis/Project. (Formerly 699) Development of a formal study of a given problem/situation which requires investigative procedures that embody the process of scientific inquiry. 2 semester credit hour/s.

Campus: LISLE