EDUCATION (EDUC)

EDUC 2100 Physical Development and Health for Educators. (Formerly 210) This course provides candidates with an understanding of the positive impact of healthy lifestyle choices for children and adolescents. Candidates will learn various classroom activities that may be utilized to teach children and adolescents the importance of health, wellness, fitness, and leading an active lifestyle. 2 semester credit hour/s.
Campus: LISLE

EDUC 2200 Preclinical Experience Level 1 with Seminar. (Formerly 200) This preclinical experience introduces the candidate to K-12 education through active observation and analysis of the learning environment, instructional planning, and student learning. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval. 1 semester credit hour/s.
Designation: Engaged Learning
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 2205 Educational Foundations. (Formerly 205) This introductory course in education will introduce teacher education candidates to the historical, philosophical, social, and the legislative foundations of education. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval. 3 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 3.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 2207 Introduction to Education Seminar. (Formerly 207) This course is a survey of the teaching profession through exploration of critical issues in education, the K-12 school environment, and the Benedictine University Teacher Education Program (TEP). This course also introduces the state and national teaching and learning standards including licensure requirements for becoming a teacher. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval. 1 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 2210 Educational Psychology. (Formerly 210/241) 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 students will explore various theoretical perspectives and research findings on how students develop throughout the elementary and secondary years, how they differ from one another in ways that affect their classroom performance, how they learn most effectively, what things motivate them, and how their learning and achievement can best be measured and evaluated. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 2215 Technology for Teachers. (Formerly 215) This course introduces and provides practical experience with digital learning tools that support teaching and learning. These tools will connect the students with professional content, resources, and tools to personalize their teaching and learning. Prerequisite Main Campus: Checkpoint 2 – Admission to TEP; 60 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 2260 Educating Students with Exceptionalities. (Formerly 260) This course provides candidates with an introduction to the learning and behavioral characteristics of children and youth with diverse disabilities, including those with learning disabilities, emotional and behavioral disorders, intellectual disabilities, communication disorders, physical disabilities, autism spectrum disorders, multiple disabilities, and gifted and talented abilities. It examines the impact of disability on learning and instruction and presents tactics that can be used to differentiate curricula and instruction in ways that foster the personal and educational success of all learners. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval 3 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 3.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3209 Language Arts in the Elementary School. (Formerly 209) A study of the major perspectives on the development of oral and written language. Includes second language acquisition (ELL), phonological awareness, the writing process, listening and speaking in the content areas, children's literature and using assessment to drive instruction. Introduces current methods of teaching integrated lessons utilizing language arts best practices and strategies for improving the quality and quantity of oral and written language in elementary classroom settings with special emphasis on the impact on literacy development. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3234 Preclinical Experience Level 2 with Seminar. (Formerly 234) This preclinical experience introduces the candidate to teaching methods, including planning, classroom management, and instructional delivery strategies where K-12 students engage in learning experiences. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 2 – Admission to TEP; 60 or more credit hours; or department approval 1 semester credit hour/s.
Designation: Writing Intensive; Engaged Learning
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3240 Teaching Reading/Writing in the Elementary School. (Formerly 240) This course provides a broad understanding of the processes by which elementary students learn to read and write. Focus is on exploring the development of a comprehensive balanced reading/language arts program by differentiating all language arts components. Evidenced-based instructional practices promoting factors involved in teaching reading readiness, reading in primary grades, word recognition, fluency, and comprehension as readers/writers move from emergent literacy to the fluent stages of reading are introduced. Investigation of materials and procedures used for teaching reading in content area are also emphasized, and strategies and techniques for promoting and expanding literacy for English Language Learners and others with diverse educational needs are presented. Prerequisite Main Campus: Checkpoint 2 –Admission to TEP; 60 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3257 Characteristics of Learners with Low Incidence Disabilities. (Formerly 257) This course provides candidates with an introduction to the learning and behavioral characteristics of children and youth with diverse disabilities, including those with learning disabilities, emotional and behavioral disorders, intellectual disabilities, communication disorders, physical disabilities, autism spectrum disorders, multiple disabilities, and gifted and talented abilities. It examines the impact of disability on learning and instruction and presents tactics that can be used to differentiate curricula and instruction in ways that foster the personal and educational success of all learners. Prerequisite Main Campus: Checkpoint 1 – Pre-Admission to TEP; 30 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3265 Characteristics of Learners with High Incidence Disabilities. (Formerly 265) This course is 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, 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. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3310 Assessment in Action. (Formerly 310) This course focuses on identifying, developing and evaluating formative and summative assessments used to monitor student learning, student growth, and instructional delivery. Students learn how to use data to make decisions concerning instructional and curricular effectiveness and adjusting practices using differentiated strategies in order to meet the needs of all students. Prerequisite: Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3311 Assessment and Diagnosis for Special Education (LBSI). (Formerly 311) 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. Prerequisite: EDUC 2260 and cumulative GPA of 2.5 or higher. 3 semester credit hour/s.
Campus: LISLE

EDUC 3312 Methods of Teaching Social Studies - Elementary. (Formerly 312) This course focuses on planning and designing elementary social science instruction based on the knowledge of social science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 2 –Admission to TEP; 60 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall Term)

EDUC 3315 Methods of Teaching Mathematics - Elementary. (Formerly 315) This course focuses on planning and designing elementary mathematical instruction based on the knowledge of mathematical content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 2 –Admission to TEP; 60 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall Term)

EDUC 3318 Methods of Teaching Science - Elementary. (Formerly 318) This course focuses on planning and designing elementary science instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 2 –Admission to TEP; 60 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3330 Methods of Teaching Physical Science - Middle/Jr. and High School. (Formerly 330) This course focuses on planning and designing middle and secondary education Physics instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall Term)

EDUC 3331 Methods of Teaching Chemical Science - Middle/Jr. and High School. (Formerly 331) This course focuses on planning and designing middle and secondary education chemistry instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3332 Methods of Teaching Biological Science - Middle/Jr. High School. (Formerly 332) This course focuses on planning and designing middle and secondary education Biology instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3334 Cultural and Linguistic Diversity for ELL's and Bilinguals. (Formerly 601) In this course, candidates will develop awareness of cultural and linguistically relevant curriculum and responsive teaching. Candidates will learn cultural and linguistic skills for teaching in a cross-cultural or multicultural setting. Candidates will design instruction and interventions which empower students to maintain cultural integrity, academic success and equitable educational outcomes for all. Candidates will improve personal competence by continually developing awareness of linguistic and cultural diversity to responsively incorporate multiple student beliefs, motivations and social groups and norms. For ESL, 20 clinical hours in ESL or bilingual setting. For Bilinguals, 20 clinical hours in bilingual setting. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall, Spring, and Summer Terms)

EDUC 3335 Methods of Teaching Mathematics - Middle/Jr. and High School. (Formerly 335) This course focuses on planning and designing middle and secondary education math instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3338 Methods of Teaching English - Middle/Jr. and High School. (Formerly 338) This course focuses on planning and designing middle and secondary education English/ Language Arts instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3340 Methods of Teaching Spanish-Elementary, Middle/Junior, and High School. (Formerly 340) This course focuses on planning and designing middle and secondary education Spanish instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s. Department Consent Required.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3342 Methods of Teaching History, Political Science and Economics-Middle/Jr. and High School. (Formerly 342) This course focuses on planning and designing middle and secondary education history, political science, and economics instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3343 Methods of Teaching Business/Marketing/Computer Education - Middle/Junior and High School. (Formerly 343) This course focuses on planning and designing middle and secondary education business, marketing, and computer education instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3345 Methods of Teaching Physical Education - Elementary, Middle/Jr. and High School. (Formerly 345) This course focuses on planning and designing middle and secondary education Physical education instruction based on the knowledge of science content and structure, the characteristics of a diverse student population, curricular goals, and the community context. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 3357 Methods of Teaching Learners with Low Incidence Disabilities. Prerequisite: EDUC 3257; cumulative G.P.A. 2.75 or higher; admission to TEP. 3 semester credit hour/s.
Designation: Engaged Learning
Campus: LISLE (Typically Offered: Spring Term)

EDUC 3358 Methods of Teaching Learners with High Incidence Disabilities. Prerequisite: EDUC 3265, cumulative G.P.A. 2.75 or higher; admission to TEP. 3 semester credit hour/s. Department Consent Required.
Designation: Engaged Learning
Campus: LISLE

EDUC 3391 Topics. (Formerly 391) Relevant topics according to the needs and interest of education students. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 1-3 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 99.
Campus: LISLE

EDUC 3395 Independent Study in Education. (Formerly 395) Intensive independent study on a problem topic in education to fit the specific interests as well as needs of specific research problems. Work cannot be done in conjunction with another education course, nor in place of a required course. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 1-3 semester credit hour/s. Course Repeatable. Maximum number of units allowed: 99. Department Consent Required.
Campus: LISLE

EDUC 4236 Preclinical Experience Level 3 with Seminar. (Formerly 236) This preclinical experience allows the candidate to plan lessons and implement differentiated instruction while practicing multiple classroom management and assessment strategies. Candidates evaluate their own teaching of these lessons in consultation with the cooperating teacher and the university supervisor. Candidates are expected to participate in collaborative activities and exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 1 semester credit hour/s.
Designation: Engaged Learning
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 4308 Creating An Inclusive Learning Environment. (Formerly 308) This course is designed to provide knowledge and skills including designing, adapting, and evaluating materials, methods, and resources for individuals with a variety of disabilities as defined by Individuals with Disabilities Education Improvement Act (IDEA) (20 USC 1400 et seq.) In addition the course will include knowledge and skills for collaborating and consulting with other educators regarding specially designed instruction and how to build inclusive classrooms for individuals with disabilities and presents strategies that can be used to differentiate curricula and instruction in ways that foster the personal and educational success of all learners. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 4320 Reading/Writing Diagnostics for All Learners. (Formerly 320) This course focuses on the recognition and diagnosis of reading difficulties using a variety of assessment tools and on prescribing and implementing a variety of appropriate methods and materials to improve the reading performance of all learners. Students will understand how assessment drives instruction through thorough analysis of students reading performance. Emphasis is on the study of principles of remedial-corrective reading and language arts methods, analysis and interpretation of data, and materials useful in correction of reading and language arts difficulties. Students will select appropriate reading assessment instruments, observe and record data, analyze test scores and performance, interpret data, and outline accommodations and plans for remediation. Educational decisions will be made based on data provided by local and/or state assessments and communication of these assessment results will be made. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Designation: Writing Intensive
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 4355 Managing the Learning Environment. (Formerly 355) This course is designed to provide knowledge and skills for structuring a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal setting. This course also includes identifying positive programming strategies for managing challenging behavior in elementary, middle school, secondary and special education classrooms. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s. Department Consent Required.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 4364 Methods of Reading & Reading/Writing in the Content Area for Middle and Secondary Schools. (Formerly 364) This course shows pre-service content area teachers how to use literacy-related instructional strategies to help students think and learn with all kinds of print and digital texts. The emphasis is on the comprehensive content, including an ever-expanding knowledge base in the areas of literacy, cognition and learning, and English-Language Learning. Prerequisite Main Campus: Checkpoint 3 – Advancement in TEP; 75 or more credit hours; or department approval. 3 semester credit hour/s.
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 4370 Student Teaching. (Formerly 370) This course is a full-time supervised student teaching experience in grades 1-6 for a minimum of 12 weeks in an elementary school. It includes a student teaching seminar. This experience is directed by a qualified supervising teacher and has university-provided supervision. Pre-requisite: EDUC 2210, 2205, 2260, 2207, 2200, 3240, 3315, 3318, 3312, 4320, 2215, 3310, 4355 Preclinical Level 2, Language Arts, Preclinical Level 3, Inclusive Classrooms. 12 semester credit hour/s. Department Consent Required.
Designation: Engaged Learning
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 4371 Student Teaching (w/ Seminar) Education Minor. (Formerly 371) Student teaching is the capstone of the professional education program and provides candidates the opportunity to apply knowledge and skills from core education coursework, with a focus on differentiated instructional practices, multiple learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, instruction, assessment, and other professional tasks, culminating in their assuming full responsibility for students in a classroom setting. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 4 – Admission to Student Teaching; 90 or more credit hours; and department approval. 12 semester credit hour/s. Department Consent Required.
Designation: Engaged Learning
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 4372 Student Teaching (w/ Seminar) Special Education (LBS1). (Formerly 372) Student teaching is the capstone of the professional education program and provides candidates the opportunity to apply knowledge and skills from core education coursework, with a focus on differentiated instructional practices, multiple learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, instruction, assessment, and other professional tasks, culminating in their assuming full responsibility for students in a classroom setting. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 4 – Admission to Student Teaching; 90 or more credit hours; and department approval. 12 semester credit hour/s. Department Consent Required.
Designation: Engaged Learning
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 4374 Student Teaching K-8 Elementary Music Education with Seminar. (Formerly 374) Student teaching is the capstone of the professional education program and provides candidates the opportunity to apply knowledge and skills from core education coursework, with a focus on differentiated instructional practices, multiple learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, instruction, assessment, and other professional tasks, culminating in their assuming full responsibility for students in a classroom setting. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 4 – Admission to Student Teaching; 90 or more credit hours; and department approval. 6 semester credit hour/s. Department Consent Required.
Designation: Engaged Learning
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 4375 Student Teaching 6-12 Secondary Music Education (w/ Seminar). (Formerly 375) Student teaching is the capstone of the professional education program and provides candidates the opportunity to apply knowledge and skills from core education coursework, with a focus on differentiated instructional practices, multiple learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, instruction, assessment, and other professional tasks, culminating in their assuming full responsibility for students in a classroom setting. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 4 – Admission to Student Teaching; 90 or more credit hours; and department approval. 6 semester credit hour/s. Department Consent Required.
Designation: Engaged Learning
Campus: LISLE (Typically Offered: Fall and Spring Terms)

EDUC 4378 Student Teaching, Physical Education-Elementary, Middle and High School (w/ Seminar). (Formerly 378) Student teaching is the capstone of the professional education program and provides candidates the opportunity to apply knowledge and skills from core education coursework, with a focus on differentiated instructional practices, multiple learning environments, professional collaboration, school policies and procedures, and reflective practice. During student teaching, candidates steadily increase classroom responsibilities and demonstrate competency in planning, instruction, assessment, and other professional tasks, culminating in their assuming full responsibility for students in a classroom setting. Candidates are expected to exhibit professionalism throughout all components of the experience. Experience includes directed activities in off-campus school settings and on-campus seminars. Personal transportation is required. Prerequisite Main Campus: Checkpoint 4 – Admission to Student Teaching; 90 or more credit hours; and department approval. 12 semester credit hour/s.
Designation: Engaged Learning
Campus: LISLE (Typically Offered: Fall and Spring Terms)