

# EDUCATION

## Program

The Division of Education seeks to develop highly qualified Christian teachers who view teaching as a mission. They nurture their students, reflect critically on their practice, and facilitate classroom experience to maximize the potential of all learners. Our faculty focuses on three main areas of preparation: the personal, the professional, and the practical. While we believe that all three areas are important, our focus on the personal, relational aspects of education is our key distinctive, the core value that connects our educational philosophy to our Christian worldview, our emphasis on the community, and our commitment to diversity. It is from this concept of the personal with its emphasis on the teacher as nurturer that our motto, "Touching Lives One Student at a Time," has been developed.

We believe that the education program should be viewed as a continuous, seamless process beginning with the first introduction to the profession in Introduction to Teaching (ED 101) and culminating in the professional semester of clinical practice. Education courses (with the exception of ED 101, ED 103, ED 124, and ED 260X) may be taken only by candidates who have been accepted into the Division of Education. Any exception to this policy must be approved by the Division of Education. Any candidate considering an education major should obtain a specific planning sheet and request assignment to an education advisor as early in the program as possible.

## Licensure

Division of Education candidates completing an approved education major and all state requirements will be eligible to receive a Professional Educator License for elementary grades (grades 1 - 6; elementary education major (<http://catalog.tiu.edu/trinity-college/academic-life/majors-minors-department/education/elementary-education-major/>)), or secondary grades (<http://catalog.tiu.edu/trinity-college/academic-life/majors-minors-department/education/trinity-college/academic-life/majors-minors-department/education/secondary-education-major/>) (grades 5 - 8 and/or 9-12) in English, history, or mathematics. All candidates may add an endorsement in special education (Learning Behavior Specialist 1) to their license by completing the four required courses and passing the state licensure exam.

## Additional Licensure Requirements

Candidates must pass the appropriate content-area test and the appropriate teacher performance assessment (edTPA) in order to complete their program. Candidates are required to comply with all state requirements that are in place at the time of application for licensure.

## ACT Disclosure Statement

The following information is provided as a benchmark that students may use to measure their preparedness for an education program. In some cases, this will allow them to save time and money by not beginning a course of study for which they have not been adequately prepared.

The Division of Education assessment data indicate that the majority of candidates who are successful in completing the education program have earned a composite score of 22 or higher on the ACT<sup>1</sup>. Candidates with ACT scores below 22, who have successfully completed the education program, have generally needed multiple attempts at passing the required licensure tests, have had difficulty maintaining a cumulative

GPA of 2.5, and/or have needed to extend their program into a ninth or tenth semester.

Individuals with ACT scores below 22 should consult with an education advisor to carefully consider the requirements of an education major as well as their personal potential for success. While a cumulative ACT score of 22 does not guarantee seamless progress through the education program, candidates who have earned ACT scores below 22 who wish to pursue an education major should:

1. Seek remediation for identified areas of weakness.
2. Utilize the services of the Thrive Center in completing course assignments.
3. Anticipate repetition of courses for which a grade below "C" (2.0) is earned.
4. Utilize summer coursework.
5. Carefully consider and possibly limit outside obligations such as employment, volunteer responsibilities, and other campus activities.
6. Allow time for multiple attempts at passing the content-area test prior to clinical practice.
7. Plan to extend their program beyond eight semesters.

<sup>1</sup> SAT composite of 1030

## Candidacy Requirements

After enrollment at Trinity, students declaring an education major must be officially admitted into the Division of Education (Gate 1). In order to be admitted to the Division of Education (Gate 1), students must meet the following requirements:

- Complete 30 hours of college-level work with a cumulative GPA of 2.5 and education (ED) GPA of 2.75 or higher
- Earn grades of C or better in ED 101, ED 103, and ENG 106
- Complete the Division of Education Handbook requirement
- Provide ACT or SAT scores for advising purposes. *Optional*
- Pass the Professional Skills Assessment (part of ED 103)
- Receive approval from the Division of Education

Once admitted to the Division of Education, the student is considered a teacher candidate. Continuation of candidates in the education program is evaluated prior to pre-clinical experiences (Gate 2), clinical practice/student teaching (Gate 3) and licensure (Gate 4). Each of these gates requires candidates to:

1. complete of all state and institutional requirements as articulated in the Division of Education Handbook,
2. earn grades of "C" or better in all licensure-related coursework, and
3. maintain a minimum cumulative GPA of 2.5 overall, and a GPA of 2.75 in the education major, with grades of "C" or better in all education and subject-area coursework required for the completion of the Bachelor of Arts degree.

## Majors

- Elementary Education Major (<http://catalog.tiu.edu/trinity-college/academic-life/majors-minors-department/education/elementary-education-major/>)
- Secondary Education Major (<http://catalog.tiu.edu/trinity-college/academic-life/majors-minors-department/education/secondary-education-major/>)

## Courses - Bannockburn and Online

### ED 101 Introduction to Teaching - 1 Hour

A survey course designed to provide candidates with a basic understanding of the teaching profession through experiences and activities focused on three broad categories: teachers and teaching, students and schools, and schools and society. A minimum of 10 hours of field experience is required. Verification of completion of field component is required for education candidates to pass this course. Completion of this course with a grade of C or better is required for admission to the Division of Education. Concurrent registration in ED 103. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

### ED 103 Professional Skills for Teachers - 1 Hour

A course that intentionally focuses on the skills necessary to be a teacher, including oral and written communication as well as dispositions. The course also emphasizes the requirements of the Illinois State Board of Education as implemented by TIU's Division of Education. This course must be taken at Trinity. Concurrent registration in ED 101. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

### ED 124 Historical and Philosophical Foundations of Education - 3 Hours

This course overviews the historical, philosophical, and cultural foundations of education specifically in the United States and includes foundations of a Christian perspective on education. Major educational issues affecting current practices are analyzed. Candidates work throughout the semester to develop their own educational philosophy. Verification of completion of field component is required for education candidates to pass this course. Pre- or corequisite: IDS 150. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

### ED 260X Educational Psychology/Human Development - 3 Hours

A survey of the theories and philosophies of learning and human development in children and adolescents. Emphasis is placed on the cognitive processes associated with learning and the factors that influence motivation and engagement of children and adolescents. The learning and motivation of diverse populations is addressed through the lens of Universal Design for Learning. Prerequisite: ED 101 or three credit hours in psychology and at least sophomore standing. Cross-listed with PSY 260X. This fulfills one (1) service learning requirement (equivalent to IDS 106) if the course is completed with a grade of C or higher and the required service hours are documented. Offered fall semester. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

### ED 306 Reading and Writing Across the Curriculum - 3 Hours

Examines theory and best practice in content area reading and writing for middle and high school students. Includes effective interactive strategies that develop comprehension, vocabulary, and fluency in disciplinary texts. Addresses academic, linguistic, and cultural diversity and how they relate to motivation. Offered fall semester in odd numbered years. Delivery mode: Deerfield traditional undergraduate.

### ED 309 Foundations of Teaching English as a Second Language - 3 Hours

This course provides an introduction to the nature and functions of written and oral languages; phonetics and phonology, morphology, syntax, semantics, and variation. Major theories and stages of literacy acquisition in a new language are presented. This course explores the relationship of language to culture and its application in meeting educational goals along with the role of the native language in learning to read and write. Offered fall semester, even years. Delivery mode: Deerfield traditional undergraduate.

### ED 310 General Teaching Methods - 2 Hours

A research-based, comprehensive, and practical introduction to pedagogical methods. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to learning standards; planning effective lessons that scaffold instruction; differentiating instruction for the individual needs of students; the role and use of various teaching models to support instruction and enhance student learning; and creating authentic assessments. Concurrent registration in ED 311. Prerequisites: Admission to the Division of Education (Gate 1) and Admission to Pre-clinical Experience (Gate 2). Offered spring semester. Delivery mode: Deerfield traditional undergraduate.

### ED 311 General Teaching Methods Pre-Clinical Experience - 1 Hour

Candidates practice skills acquired in ED 310 through a minimum of 24 hours of supervised, evaluated school experience. Verification of successful completion of field component is required to pass this course. Concurrent registration in ED 310. Prerequisites: Admission to the Division of Education (Gate 1) and Admission to Pre-clinical Experience (Gate 2). Offered spring semester. Delivery mode: Deerfield traditional undergraduate.

### ED 312 Literacy Methods for Emerging Readers - 3 Hours

First of a two-course sequence that examines and applies the basic theories, issues, methods, and materials for an effective developmental, balanced literacy approach for emerging readers. Included are methods used to assess reading and writing with a focus on the need of at-risk students caused by cultural/linguistic, economic and developmental diversity. Parent/community involvement is reviewed. Integration of appropriate technology in teaching and learning literacy is emphasized. Prerequisite: Admission to Division of Education (Gate 1). Offered spring semester even years. Delivery mode: Deerfield traditional undergraduate.

### ED 322 Literacy Methods for Upper Elementary Grades - 3 Hours

Second of a two-course sequence that examines the basic theories, issues, methods, and materials for an effective upper elementary reading/language arts program. Emphasis is placed on comprehension strategies, and development of vocabulary and fluency. Course continues to address cultural, linguistic, economic, and developmental diversity of students and teacher methods used to assess and address students' needs. Integration of appropriate technology in teaching and learning literacy is emphasized. Prerequisites: Admission to Pre-clinical Experience (Gate 2), ED 310, ED 312. Offered fall semester even years. Concurrent registration in ED 342, ED 345, ED 350, ED 356. Delivery mode: Deerfield traditional undergraduate.

### ED 330 Introduction to Special Education - 3 Hours

A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. This course addresses the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including tiered support systems, and appropriate resources, collaborative teams, concerns of families and appropriate planning for Individualized Education Programs (IEP). This course also addresses the use of assistive technology and digital tools to address student needs and maximize learning. Candidates will complete a minimum of 12 hours of special education field experience. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: Admission to Pre-clinical Experience (Gate 2), and ED 260X (education majors) or PSY 140 (non-education majors). Offered spring semester. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

**ED 342 Methods of Teaching Science, Health, and Social Science - 3 Hours**

A study of the methods of teaching science, social science, and health education, including social emotional learning, in the elementary school with particular emphasis on the necessary content to be taught, according to current state standards, and integration within the overall elementary curriculum. Effective use of current and emerging technologies and digital tools to support research and learning appropriate to the discipline is included. Prerequisites: Admission to Pre-clinical Experience (Gate 2), ED 310. Concurrent registration in ED 322, ED 345, ED 350, ED 356 and passing score on IL history competency exam. Offered fall semester, odd years. Delivery mode: Deerfield traditional undergraduate.

**ED 345 Methods of Teaching Mathematics - 3 Hours**

A study of methods for the effective teaching of elementary mathematics to all students. Emphasis is placed on a developmental approach for acquisition of conceptual and procedural understanding across all mathematical domains. A focus on creating authentic and meaningful mathematical experiences aligned with current state standards will allow candidates to create an engaging learning environment. Integration of technology in teaching and learning mathematics is addressed. Prerequisite: Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 322, ED 342, ED 350, ED 356. Offered fall semester, odd years. Delivery mode: Deerfield traditional undergraduate.

**ED 350 Integrated Pre-Clinical Experience - 2 Hours**

Candidates spend two days each week in an elementary school for a minimum of 102 hours of evaluated field experience. These placements are connected to the subject-specific courses taken as a part of the methods block. Candidates are expected to model and facilitate effective use of instructional pedagogy, strategies, Universal Design for learning and technologies to address diverse student needs and maximize student learning. Verification of successful completion of field component is required to pass this course. Includes a monthly seminar to reflect on the classroom experience. Prerequisites: Admission to Pre-clinical Experience (Gate 2), ED 310 and successful completion of ED 311. Concurrent registration in ED 312 ED 322, ED 342, ED 345, ED 356. Offered fall semester, odd years. Delivery mode: Deerfield traditional undergraduate.

**ED 352 Characteristics and Identification of Learners with Disabilities - 3 Hours**

This course focuses on the characteristics and identification of students with disabilities as allowed by the categories specified under the special education law, IDEA. Also considered are current legal issues and the impact of disabilities on learning and behavior. Emphasis is placed on the development of the Individualized Education Program (IEP). Prerequisite: ED 330. Offered fall semester in odd-numbered years. Delivery mode: Deerfield traditional undergraduate.

**ED 353 Psychoeducational Assessment of Learners with Disabilities - 3 Hours**

This course covers current issues in assessment of learners with disabilities as defined by the categories specified under the special education law, IDEA. Candidates will develop competencies in administration, interpretation and reporting of norm-referenced academic tests. Candidates will also examine the progress monitoring of scientifically based instructional interventions based on tiered support systems. Prerequisite: ED 330. Offered spring semester in even-numbered years. Delivery mode: Deerfield traditional undergraduate.

**ED 354 Methods of Teaching Learners with Disabilities - 3 Hours**

This course covers the development of specialized instruction for learners with disabilities as defined by IDEA, for the purposes of encouraging cognitive development through active engagement. Consideration will be given to evidence-based interventions that meet students' educational needs in supportive learning environments. Key concepts addressed in the course are high-leverage practices, the appropriate use of assistive technology, the principles of Universal Design for Learning (UDL), and strategies for the improvement of the social and emotional functioning of students. A minimum of 12 special education field hours are required. Prerequisite: ED 330 and ED 352 or ED 353. Offered fall semester in even-numbered years. Delivery mode: Deerfield traditional undergraduate.

**ED 356 Integrating Specials into the Elementary Curriculum - 1 Hour**

Through this course, candidates will learn how to integrate the visual arts, musical arts, drama, theater, and physical education into the elementary classroom. These topics are addressed topically in the context of their inclusion with the four core subject areas of English language arts, mathematics, science, and social science. Prerequisites: Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 322, ED 342, ED 345, ED 350. Offered fall semester, odd years. Delivery mode: Deerfield traditional undergraduate.

**ED 362 Teaching English in the Secondary School - 3 Hours**

Study of methods of teaching language arts (reading and writing literary and informational text, grammar, research, speaking, and listening) in secondary and middle school. Emphases include curriculum development, teaching strategies, instructional planning and assessment. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to English majors who are also Secondary Education majors. Prerequisites: ED 310, successful completion of ED 311, and Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 368. Offered on demand. Delivery mode: Deerfield traditional undergraduate.

**ED 363 Teaching History in the Secondary School - 3 Hours**

A course encompassing the scope, content resources, subject-specific methods, and interdisciplinary application of teaching history and social studies in the secondary and middle school. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to History majors who are also Secondary Education majors. Prerequisites: ED 310, successful completion of ED 311, Admission to Pre-clinical Experience (Gate 2) and passing score on IL history competency exam. Concurrent registration in ED 368. Offered on demand. Delivery mode: Deerfield traditional undergraduate.

**ED 364 Teaching Mathematics in the Secondary School - 3 Hours**

Content includes a study of the methods of teaching secondary and middle school mathematical concepts, and includes issues of curriculum, planning, instructional delivery, application, and assessment. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to Mathematics majors who are also Secondary Education majors. Prerequisites: ED 310, successful completion of ED 311, Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 368. Offered on demand. Delivery mode: Deerfield traditional undergraduate.

**ED 368 Secondary Methods Pre-clinical Experience - 2 Hours**

Candidates spend a minimum of 60 hours in a secondary school for an evaluated field experience. The field experience focuses on the application of pedagogical methods associated with teaching in a secondary school such as making content relevant to students, appropriate questioning techniques, implementing Universal Design for Learning, differentiating for diverse learned needs, and creating age-appropriate instructional activities. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Verification of successful completion of field component is required to pass this course. Prerequisites: ED 310, successful completion of ED 311, and Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 362, ED 363, or ED 364. Offered on demand. Delivery mode: Deerfield traditional undergraduate.

**ED 375 Topics in Education - 1-4 Hours**

An examination of selected topics in the history, development, and current status of American education. May be repeated if topic concentration differs. Prerequisite: Consent of instructor. Offered on demand. Delivery mode: Deerfield traditional undergraduate.

**ED 380 Diversity in Education - 1 Hour**

Candidates develop competency in knowledge and skills for working effectively with and appropriately teaching all students including those from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. Prerequisites: ED 310 and Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 381. Offered fall semester, odd years. Delivery mode: Deerfield traditional undergraduate.

**ED 381 Diversity Pre-clinical Experience - 1 Hour**

Candidates apply relevant knowledge and skills to actual classroom practice through 36 clock hours of supervised, evaluated school experience with children from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. The experience seeks to expose candidates to the inequalities of education in America. Prerequisites: ED 310, successful completion of ED 311, and Admission to Pre-clinical Experience (Gate 2). Concurrent registration in ED 380. Offered fall semester, odd years. Delivery mode: Deerfield traditional undergraduate.

**ED 401 Clinical Practice in the Elementary School - 12 Hours**

This internship experience in classroom teaching under the direction of a qualified, cooperating teacher provides candidates with the opportunity to apply teaching principles in local schools through supervised observations and teaching. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook and all Illinois State Board of Education requirements for student teaching. Concurrent registration in ED 421 and ED 422. Prerequisites: Admission to Clinical Practice (Gate 4). Course Fee. Offered spring semester, fall by permission only. Delivery mode: Deerfield traditional undergraduate.

**ED 413 Clinical Practice in the Secondary School - 12 Hours**

This internship experience in classroom teaching under the direction of a qualified, cooperating teacher provides candidates with the opportunity to apply teaching principles in local schools through supervised observations and teaching. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook and all Illinois State Board of Education requirements for student teaching. Concurrent enrollment in ED 421 and ED 422. Prerequisites: Admission to Clinical Practice (Gate 3). Course Fee. Offered spring semester, fall by permission only. Delivery mode: Deerfield traditional undergraduate.

**ED 421 Classroom Management - 1 Hour**

A study of classroom management theory and practice in elementary and secondary schools, including an emphasis on best practices including preventative and intervention strategies and the impact of traumatic experiences on classroom behavior. Concurrent registration with ED 401, or ED 413. Offered spring semester. Delivery mode: Deerfield traditional undergraduate.

**ED 422 Advanced Seminar in Education - 2 Hours**

This course supports the goals of the clinical practice by providing a forum for discussion about and debriefing of the professional experience. It also serves as the capstone course for the education major. This course provides candidates with the necessary information and practice for fulfilling state requirements for licensure. Additionally, the course assists candidates in the transition to professional educator. Concurrent registration with ED 401 or ED 413. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Elementary Education major. Delivery mode: Deerfield traditional undergraduate.

**ED 430 Educational Research and Assessment - 2 Hours**

Teacher candidates will learn how to use assessment data to make ethical, legal, and research-based decisions for their students. An emphasis will be on measurement theory and assessment-related issues such as validity, reliability, bias, and appropriate and accurate scoring. The effective use of current and emerging technology, as well as appropriate digital tools, in research and assessment of student learning will be emphasized. Offered fall semester; odd years. Delivery mode: Deerfield traditional undergraduate.

**ED 450 Independent Study - 1-6 Hours**

Specialized study designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

## Graduate Courses

**ED 5001 Foundations for Integrative Thought in Education - 3 Hours**

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention given to Scriptural applications of pedagogical thought and ramifications for godly stewardship in the classroom. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current educational issues in the light of biblical principles. Offered online, and face to face at the Deerfield and Florida campuses.

**ED 5002 Foundations for Cultural Engagement in Education - 3 Hours**

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture in regard to teaching and education. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary educational thought. Offered online, and face to face at the Deerfield and Florida campuses.

**ED 5100 Understanding the Classroom Environment Pre-clinical Experience - 0 Hours**

This course is a field experience that enables the candidate to gain an understanding of the classroom environment and the K-12 school culture. Minimum of 40 hours in a public or private accredited school in Illinois in the area of licensure sought by the candidate. 0 credits. CR/NC.

**ED 5200 History and Philosophy of Education - 3 Hours**

An introduction to teaching, including an overview of the historical, philosophical, and cultural foundations of American education with a focus on current issues of educational reform and debates about 'best practice.' Candidates work throughout the course to develop their own educational philosophy. Offered face to face at the Deerfield campus.

**ED 5201 Professional Skills in Teaching - 1 Hour**

A course that intentionally focuses on the skills necessary to be a teacher, including oral and written communication as well as dispositions. Also emphasizes the requirements of the Illinois State Board of Education as implemented by TIU's Division of Education. Offered face to face at the Deerfield campus.

**ED 5350 Advanced Educational Psychology - 3 Hours**

An integrated examination of learning theory, including the physical, cognitive, social, and psychological development of children and adolescents. This course addresses the Social and Emotional Learning Standards set forth by PA93-0495. Offered face to face at the Deerfield campus.

**ED 5390 Adolescent Psychology - 3 Hours**

An interdisciplinary study of human development from puberty to early adulthood. Physical, cognitive, and personality development will be examined, both from the social and research point of view while application will be encouraged for candidates who will be teaching adolescents. Offered face to face at the Deerfield campus.

**ED 5400 Foundations of Special Education - 3 Hours**

A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. Consideration of the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including tiered support systems and appropriate resources, collaborative teams, concerns of families and appropriate planning for the Individualized Education Program. Includes methods of instruction for cross-categorical special education environments and the use of assistive technology and digital tools to address student needs and maximize learning. Includes a minimum of 12 clock hours of special education field experience. Prerequisite: Admission to Field Experience (Gate 2). Offered face to face at the Deerfield campus.

**ED 5500 Differentiating Instruction for All Learners - 3 Hours**

Rooted in an awareness of the values and challenges inherent within a diverse school community, this course examines concepts of Universal Design for Learning (UDL) and differentiation, as they relate to the individual instructional needs of students. Utilizing research and current practice, participants develop an understanding of effective teaching strategies and professional dispositions for working with all students. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

**ED 5551 Teaching in Diverse Settings I - 1 Hour**

This course offers the opportunity to connect theory with experience as candidates consider effective educational practice for all students, including those from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. The relationship between both the teacher's and student's' prior life experiences with learning is considered. Concurrent registration with ED 5552 and ED 5553. Offered face to face at the Deerfield campus.

**ED 5552 Teaching in Diverse Settings II - 1 Hour**

A continuation of ED 5551. Candidates trace the sociopolitical factors, school structures, and demographic trends that have brought us to our current understanding of multicultural education. After exploring effective and less effective teaching strategies and professional dispositions within under-resourced K-12 settings, candidates consider ways to integrate a culturally relevant and equitable curriculum for all students. Concurrent registration with ED 5551 and ED 5553. Offered face to face at the Deerfield campus.

**ED 5553 Diversity Field Experience - 1 Hour**

Candidates apply relevant knowledge and skills to actual classroom practice through 18 clock hours of pre-clinical (school) experience with children from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. The experience seeks to expose students to the inequities of educational delivery in America. Concurrent registration with ED 5551 and ED 5552. Prerequisite: Admission to Field Experience (Gate 2). Offered from the Deerfield campus.

**ED 5580 Cultural Diversity in the Classroom - 3 Hours**

Founded in a theology of justice and social responsibility, this course provides historical, social, political and cultural background for the unique challenges of the culturally diverse classroom. An emphasis will be placed on practical pedagogical methods for addressing the culturally diverse needs of today's students, including race, ethnicity, gender and language. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

**ED 5800 Characteristics and Identification of Learners with Disabilities - 3 Hours**

This course focuses on the characteristics and identification of students with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment. Also considered are current legal issues and the impact of disabilities on learning and behavior. Emphasis is placed on the development of the IEP. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

**ED 5830 Psychoeducational Assessment of Learners with Disabilities - 3 Hours**

This course covers current issues in assessment of learners with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment. Candidates will develop competencies in administration, interpretation and reporting of norm-referenced academic tests. Candidates will also examine the progress monitoring of scientifically based instructional interventions based on tiered support systems. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

**ED 5850 Methods of Teaching Learners with Disabilities - 3 Hours**

This course covers the development of specialized instruction for learners with specific learning disabilities, emotional disturbance, intellectual disability, autism, traumatic brain injury, orthopedic or other health impairment for the purposes of encouraging cognitive and skill growth development through active engagement. Consideration will be given to evidence-based interventions that meet students' educational needs in supportive learning environments. Also included will be the appropriate uses of assistive technology, the principles of Universal Design for Learning (UDL), and strategies for the improvement of the social and emotional functioning of students. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

**ED 6000 Topics in Education - 1 Hour**

Select and specialized topics relevant to educational ministry. Offered face to face at the Deerfield campus.

**ED 6260 Reading and Writing Across the Curriculum - 3 Hours**

Examines theory and best practice in content area reading, writing, and oral communication for middle grade and high school students including factors related to reading comprehension strategies, vocabulary development, and motivation. Emphasis is upon interactive teaching methods that support the strategic reading of content materials and that address academic, linguistic and cultural diversity. Prerequisite: Admission to the Division of Education (Gate 1).

**ED 6300 Differentiating Instruction for Learners who are Gifted - 3 Hours**

This course focuses on the unique needs of students who are gifted, whether or not they have been formally identified as such. Emphasis will be on using differentiating with pedagogical methods in the classroom to accommodate their needs as well as creating authentic and challenging assessments for the gifted. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

**ED 6400 Foundations of Teaching English as a Second Language - 3 Hours**

This course provides an introduction to the historical, philosophical, political, and social issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues specifically related to bilingual education in the United States will be discussed. A comprehensive focus will be placed on the theoretical foundations of English as a second language, both linguistic as well as non-linguistic factors. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

**ED 6420 Linguistics for the Classroom Teacher - 3 Hours**

This course provides an introduction to the nature and functions of written and oral language; phonetics and phonology, morphology, syntax, semantics, and variation. The relationship of language to culture and application in meeting educational goals will be explored. Registration limited to students in the MEd or by permission of the education (TGS) department. Offered from the Deerfield campus.

**ED 6450 Assessment of Learners who are Bilingual - 3 Hours**

This course will provide participants with a comprehensive knowledge foundation in the selection, administration and interpretation of measurement instruments appropriate for English Language Learners (ELLs). Participants will investigate a variety of language assessment tools used to identify, place, and monitor students receiving services in bilingual and ESL programs. Emphasis will be placed on instruments and approaches used to determine and monitor ELLs' English proficiency and academic development in English. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

**ED 6470 Methods and Materials for Teaching English as a Second Language - 3 Hours**

Methodologies and current approaches for teaching English as a Second Language in the areas of reading, writing, listening, and speaking will be covered in this course. Review of published materials and selection, adaptation, and creation of appropriate ESL materials for various levels of proficiency will be included. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered from the Deerfield campus.

**ED 6690 General Teaching Methods - 3 Hours**

A research-based, comprehensive, and practical introduction to pedagogical methods. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to Illinois Learning Standards and the Common Core Standards; planning effective lessons that scaffold instruction; differentiating instruction for the individual needs of students; creating authentic assessments; and integrating technology. Prerequisite: Admission to the Division of Education (Gate 1). Offered face to face at the Deerfield campus.

**ED 6702 Literacy Methods for Emerging Readers - 3 Hours**

First of a two-course sequence that examines and applies the basic theories, issues, methods, and materials for an effective developmental, constructivist, balanced literacy approach for emerging readers. Included are the methods used to assess reading and writing, with a focus on the needs of at-risk students caused by cultural/linguistic, economic and developmental diversity. Parent/community involvement is reviewed. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

**ED 6703 Methods of Teaching Mathematics in the Elementary School - 2 Hours**

Methods for teaching elementary mathematics, focused on concept development and a problem-solving approach. Additionally, candidates will explore effective learning environments for mathematics, teaching mathematics to the English Language Learner, the development of mathematical dispositions, and current issues in math education. Integration of appropriate technology in teaching and learning mathematics is emphasized. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

**ED 6705 Literacy Methods for Upper Elementary Grades - 2 Hours**

Second of a two-course sequence that examines the basic theories, issues, methods, and materials for an effective upper elementary language arts program. Emphasis is placed on comprehension strategies, and the development of vocabulary and fluency. Course continues to address cultural, linguistic, economic, and developmental diversity of students and teacher methods used to assess and address students' needs. Prerequisite: ED 6702. Offered face to face at the Deerfield campus.

**ED 6706 Integrating Science, Social Studies, and the Arts in Instruction - 2 Hours**

A study of the methods of integrating science, health, social science, physical education and the arts in the elementary school with particular emphasis on infusing these subjects into the language arts and mathematics curriculum. Effective use of current and emerging technologies and digital tools to support research and learning appropriate to the discipline is included. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

**ED 6750 Middle School Methods - 2 Hours**

A study of the pedagogy unique to teaching in middle schools with particular emphasis on middle school philosophy, curriculum, and instructional methods for designing and teaching developmentally appropriate programs in the middle grades. Prerequisite: ED 6690.

**ED 6810 Teaching Biology in the Middle and High School - 2 Hours**

A course focusing on standards-aligned biology content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Includes a segment on laboratory safety. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

**ED 6820 Teaching Language Arts & Literature in the Middle and High School - 2 Hours**

A course focusing on standards-aligned language arts and literature content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

**ED 6830 Teaching History & Social Studies in the Middle and High School - 2 Hours**

A course focusing on standards-aligned history and social studies content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

**ED 6840 Teaching Mathematics in the Middle and High School - 2 Hours**

A course focusing on standards-aligned mathematics content being taught in today's middle and high schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

**ED 7001 Field Experience Practicum - 1 Hour**

Candidates spend five full days in an elementary or secondary school for a minimum of 40 hours of evaluated field experience. This placement is connected to the methods course/s taken during the concurrent semester and is intended to demonstrate the candidate's ability to apply best methodological practices, including the integration of technology. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: ED 6690 and Admission to Field Experience (Gate 2). Offered from the Deerfield campus.

**ED 7410 Practicum in Teaching English as a Second Language - 3 Hours**

Students will work with ESL students in a school setting for a minimum of 100 clock hours. This field experience will culminate in a comprehensive project that will draw from the other ESL courses in the Master of Education program. Enrollment limited to students in the MEd or by permission of the TGS Education Department. Offered online from Deerfield campus.

**ED 7449 Classroom Management - 1 Hour**

A study of communication structures and classroom management in elementary and secondary schools, including a review of theory and practice and the identification of appropriate applications in the school setting. Must be taken concurrently with clinical practice. Offered face to face at the Deerfield campus.

**ED 7450 Clinical Practice for Elementary Licensure - 6 Hours**

A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for clinical practice as outlined in the Division of Education Handbook and the DOE Clinical Practice Handbook which includes passing the Teacher Performance Assessment (edTPA). Prerequisite: Admission to Clinical Practice (Gate 3). Course Fee. Offered from the Deerfield campus.

**ED 7451 Clinical Practice for Subsequent Elementary Licensure - 3-6 Hours**

A classroom teaching experience under the direction of a qualified cooperating teacher. As arranged with the school director or designate and completed by candidates for subsequent licensure. Candidates must meet all contracted requirements. Offered from the Deerfield campus.

**ED 7455 Clinical Practice for Secondary Licensure - 6 Hours**

A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for clinical practice as outlined in the Division of Education Handbook and DOE Clinical Practice Handbook, which includes passing the Teacher Performance Assessment (edTPA). Prerequisite: Admission to Clinical Practice (Gate 3). Course Fee. Offered from the Deerfield campus.

**ED 7456 Clinical Practice for Subsequent Secondary Licensure - 3-6 Hours**

A classroom teaching experience under the direction of a qualified cooperating teacher. As arranged with the school director or designate and completed by candidates for subsequent licensure. Candidates must meet all contracted requirements. Offered from the Deerfield campus.

**ED 7460 Advanced Seminar in Education - 2 Hours**

This course includes discussion of current critical issues in American education and is designed to support the goals of clinical practice. The seminar format of the course provides a forum for peer and supervisory support and for the exchange of viewpoints. Scheduled on selected evenings throughout the Professional Semester. Concurrent registration with ED 7449 and clinical practice. Offered face to face at the Deerfield campus.

**ED 7478 MA/T Capstone Project - 1 Hour**

Independent study leading to completion of a master's research project or an applied project. Candidates completing a master's research project work with an academic reader to write a detailed research proposal, including introduction, literature review, and description of research methodology. Candidates completing an applied project work with an academic reader as they plan, develop, and complete their project. MA/T Capstone must be taken for a letter grade.

**ED 7486 MA/T Capstone Extension - 0 Hours**

A total of three semesters extension for ED 7478 may be granted when progress is being made on the capstone. Extension fee when not enrolled in other courses. Counts as half-time student status when registrant affirms a minimum of 20 hours per week are invested on the capstone. Zero credit.

**ED 7501 Guided Research in Education - 1-3 Hours**

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

## Courses - Florida Only

**ED 104 Introduction to Education - 3 Hours**

A survey of education in the United States from historical, philosophical, and sociological perspectives. Attention is given to the role of education in a culturally diverse society. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

**ED 110 Certified Childcare Professional Credential I - 5 Hours**

Initial steps in creating an ePortfolio to include a portion of 180 clock hours of training, a portion of 720 hours of professional experience, letters of recommendation, writing samples and an observation at the workplace. This course will satisfy Florida DCF's FCCPC teacher requirement for educators of childcare programs. Delivery mode: Florida non-traditional undergraduates.

**ED 111 Certified Childcare Professional Credential II - 5 Hours**

Continuation of the building of an ePortfolio to completion 180 clock hours of training and to completion of 720 hours of professional experience, letters of recommendation, writing samples and an observation at the workplace. This course will satisfy Florida DCF's FCCPC teacher requirement for educators of childcare programs. Delivery mode: Florida non-traditional undergraduates.

**ED 230 Introduction to Special Education - 3 Hours**

A survey course considering the gifted and those challenged by mental retardation, visual impairment, hearing impairment, learning disabilities, physical problems, behavior problems, speech and language development and those who are culturally disadvantaged. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

**ED 234 Children's Literature for Elementary Educators - 3 Hours**

A survey and critical study by genre of literature for children. Integrates culturally diverse literature. Does not fulfill a humanities General Education requirement. Delivery mode: Florida non-traditional undergraduate.

**ED 257 Technology for Elementary Educators - 3 Hours**

The utilization of educational technology, with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Students become familiar with application software, teaching methods, and unit and lesson planning that integrate technology in the elementary classroom. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

**ED 260X Educational Psychology/Human Development - 3 Hours**

A survey of the theories and philosophies of learning and human development in children and adolescents. Emphasis is placed on the cognitive processes associated with learning and the factors that influence motivation and engagement of children and adolescents. The learning and motivation of diverse populations is addressed through the lens of Universal Design for Learning. Prerequisite: ED 101 or three credit hours in psychology and at least sophomore standing. Cross-listed with PSY 260X. This fulfills one (1) service learning requirement (equivalent to IDS 106) if the course is completed with a grade of C or higher and the required service hours are documented. Offered fall semester. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

**ED 305 Reading Fundamentals - 3 Hours**

Theories and methodologies for understanding the reading process and facilitating effective reading instruction in grades K-6. It includes the development of comprehension, vocabulary and word attacking skills. Elementary Education core. Prerequisite IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

**ED 307 Elementary Art Education - 2 Hours**

Prepares meaningful and creative art activities for an elementary classroom. Principles, materials, and methods of art for elementary children are compared. Elementary Education core. Prerequisite IDS 105 (core requirement) and ED 399. Delivery mode: Florida non-traditional undergraduate.

**ED 315 National Administrator Credential - 3 Hours**

Methods and materials for training for an early childhood program or center administrator. Topics include best practices for topics such as child care history, effective organizations, internal and external systems, legal, human resources, educational programming, marketing and public relations, financial management, operational planning, and advocacy. This course will satisfy Florida DCF's Overview of Childcare Management requirement for directors of childcare programs. Delivery mode: Florida non-traditional undergraduates.

**ED 330 Introduction to Special Education - 3 Hours**

A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. This course addresses the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including tiered support systems, and appropriate resources, collaborative teams, concerns of families and appropriate planning for Individualized Education Programs (IEP). This course also addresses the use of assistive technology and digital tools to address student needs and maximize learning. Candidates will complete a minimum of 12 hours of special education field experience. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: Admission to Pre-clinical Experience (Gate 2), and ED 260X (education majors) or PSY 140 (non-education majors). Offered spring semester. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

**ED 332 Reading: Literacy Development and Assessment - 3 Hours**

Advanced application of theory and methodology of reading instruction in grades K-6, including assessment issues and prescriptions to increase reading performance. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

**ED 339 Fundamentals of Elementary Education - 3 Hours**

Presentation of the basic principles of teaching, classroom management, lesson plans, unit building, instructional methods, and use of materials in various content areas. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

**ED 344 Social Studies Methods in the Elementary Classroom - 3 Hours**

A course encompassing the scope, content resources, methods, and interdisciplinary application of teaching social studies in the elementary classroom. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

**ED 346 Elementary Science Methods - 3 Hours**

A study of the methods of teaching science in the elementary school, with particular emphasis on the topics organization and administration of science in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

**ED 347 Elementary Math Methods - 3 Hours**

A survey of the teaching of mathematics, including discussion of the role of math education in society as well as the process, basic principles, and philosophies of math education in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

**ED 348 Elementary Music Education - 2 Hours**

Methods and materials for teaching the fundamentals of music on the elementary level. Music literature is surveyed and evaluated. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

**ED 351 Language Arts Methods - 3 Hours**

Methods and materials for teaching language, writing, vocabulary development, spelling and handwriting. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

**ED 355 Health and Physical Education Methods - 2 Hours**

A study of methods and content of teaching health and physical education in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

**ED 400 Student Teaching in the Elementary School - 9 Hours**

Observation and teaching in an elementary school classroom under direct supervision of a qualified cooperating teacher and a college instructor. This capstone experience is designed to aid the student teacher to bring together theory and practice. This course requires twelve weeks of observing/teaching in a classroom and participating in a student teaching seminar. During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work, and student-teachers must give full attention to teaching. The student must have all core courses completed, and no other coursework may be taken during the student teaching experience. Elementary Education core. Prerequisite: IDS 105 (core requirement). Nine hours. Delivery mode: Florida non-traditional undergraduate.

**ED 404 ESOL Methods - 3 Hours**

This course is an overview of curriculum, instructional methods and materials, testing and evaluation, and cross-cultural communication processes and linguistic principles as related to instructing English Language Learners (ELLs) in the K-6 classroom. Delivery mode: Florida non-traditional undergraduate.

**ED 407 Science for Educators - 3 Hours**

This course is a study of specific science content skills required for K-6 teachers by the FLDOE competencies and skills and national/state/district content standards. Delivery mode: Florida non-traditional undergraduate.

**ED 408 Social Studies for Educators - 3 Hours**

This course is a study of specific social studies skills required for K-6 teachers by the FLDOE accomplished practices, competencies and skills, and national/state/district common core standards. Delivery mode: Florida non-traditional undergraduate.

**ED 410 Florida Clinical Educator Training - 3 Hours**

This course provides direct training for an educator to become a Florida state-approved peer coach and clinical supervisor of candidates in field experience and student teaching. This course develops clinical skills for the following: diagnosis of professional performance, diagnosis of student performance, feedback, and professional development plans. Delivery mode: Florida non-traditional undergraduate. Credit Hours: 3.

**ED 411 Multisensory Literacy Approaches and the Exceptional Student - 1 Hour**

This course teaches educators how specific multisensory approaches can dramatically improve struggling students' language skills and outcomes in elementary through high school. Topics covered include creating a positive classroom environment conducive to learning, helping students develop skills in key areas through multisensory approaches such as phonological awareness, letter knowledge, phonics, fluency, spelling, vocabulary, and comprehension. Delivery mode: Florida non-traditional undergraduate.

**ED 412 Assessments in Special Education - 1 Hour**

This course covers methods and materials used in assessing students who may be eligible for special education. Class sessions will involve experiential learning activities related to the assessment of students. This course includes technical prerequisites for understanding standardized assessments and the rationale for using curriculum-based measurement (CBM) within the broad context of special education programming. Students will develop competencies in utilizing norm-referenced, criterion-referenced, curriculum-based, and teacher-made assessments for instructional and placement decisions. Delivery mode: Florida non-traditional undergraduate.

**ED 414 Teaching Approaches for Students with Dyslexia - 1 Hour**

This course provides teachers with evidence-based practices for teaching children who have dyslexia and related written language disorders. The course presents the basic linguistic structures of written English related to reading and spelling. Delivery mode: Florida non-traditional undergraduate.

**ED 416 Teaching Reading in the Content Areas - 3 Hours**

This course will provide students with strategies and tools for becoming a facilitating reflective practitioner, teaching reading across content areas and helping students discover that content area learning is made richer when reading, writing, speaking, and listening are taught together. Particular emphasis will be placed on a balanced approach to reading where reading and writing are in alignment in lessons. Also, important to this course is helping students to think critically along with the appropriate use of texts and media. Delivery mode: Florida non-traditional undergraduate.

**ED 418 Teaching Reading and Writing to Students with Specific Learning Disabilities - 3 Hours**

This course will cover instructional principles and specific methodologies that are valuable in educating students with specific learning disabilities in varied settings. Focus will be on developing literacy skills including phonemic awareness, word recognition, fluency, vocabulary, comprehension, and writing skills using developmentally appropriate materials. Delivery mode: Florida non-traditional undergraduate.

**ED 419 Reading Strategies for Elementary Students with Learning Difficulties: Strategies for Response to Intervention - 1 Hour**

A practical, research-based course focused on effective reading strategies for teaching students with reading difficulties. The course covers tiered instruction needs in the RTI tiers. Delivery mode: Florida non-traditional undergraduate.

**ED 423 Classroom Management for Elementary Educators - 3 Hours**

Identification of developmentally appropriate models and strategies for guiding, disciplining, and managing students' behavior; developing intrinsic motivation and conflict resolution skills; identifying environmental influences on behaviors of students from all cultures and familial situations. Delivery mode: Florida non-traditional undergraduate.

**ED 424 Teaching Students with Autism in the Inclusive Classroom - 3 Hours**

Strategies to address the varied social and academic needs of students with Autism Spectrum Disorders (ASD) in the inclusive classroom. In this course, students will explore functional behavior assessment from which to develop and implement a behavior intervention plan. Delivery mode: Florida non-traditional undergraduate.

**ED 426 Behavior Solutions in the Inclusive Classroom - 1 Hour**

This course covers the possible causes of specific special needs behaviors along with possible solutions to be implemented. This course will help teachers develop a toolbox of in-the-moment solutions and also learn what children may be communicating and why. Behavior problems discussed include out-of-seat behavior, fidgeting, hand-flapping, covering ears, hiding or running away, difficulty with class work, and more. Delivery mode: Florida non-traditional undergraduate.

**ED 431 Assessment of Learners - 3 Hours**

This course focuses on the educational levels and needs of all students, including exceptional, culturally and/or linguistically diverse, and at-risk students. Standardized achievement tests, diagnostic/prescriptive tests and curriculum-based assessments are included. Use of test results in program planning is emphasized. Delivery mode: Florida non-traditional undergraduate.

**ED 435 ESOL Curriculum and Materials Development - 3 Hours**

This course will give students the opportunity to explore strategies to take curriculum from a typical elementary classroom and adapt it for English Language Learners (ELL). Students will also write lesson plans specifically created to raise the language skills of ELLs. Students will have an opportunity to teach lessons they create in the course as well. Delivery mode: Florida non-traditional undergraduate.

**ED 436 Applied Linguistics: ESOL - 3 Hours**

This course gives a practical approach to teaching English to speakers of other languages. Includes general linguistics, language theory, principles of language acquisition and techniques for teaching sounds, word structure, and sentence structure to PK-6 ESOL students. Delivery mode: Florida non-traditional undergraduate.

**ED 438 Cultural Dimensions of ESOL - 3 Hours**

An examination of how issues of race and ethnicity affect the values and ethics of American society and its citizens. This course satisfies one of the core requirements of the ESOL endorsement. Students will teach a multi-content lesson in view of intercultural perspectives. A professional growth chart will be developed in light of what is learned in this course regarding the many types of diversity. Delivery mode: Florida non-traditional undergraduate.

**ED 439 Testing and Evaluation of ESOL - 3 Hours**

This course will review basic types of assessments and assessment vocabulary. The focus of the course will be on specific types of assessments which are applicable to English Language Learners (ELL). How assessment can drive instruction for the ELL student will be a point of discussion. Laws regulating students as they take high stakes tests and other assessments that are part of a typical elementary school program will be addressed. Delivery mode: Florida non-traditional undergraduate.

**ED 442 Autism: The Temple Grandin Perspective - 1 Hour**

Dr. Temple Grandin, a professor at Colorado State University, is a world-renowned autism spokesperson and consultant to the livestock industry on animal behavior. She is widely celebrated as one of the first individuals on the autism spectrum to publicly share insights from her personal experience of autism. Dr. Grandin has written extensively from both her research in and her personal experience with autism. This course examines autism from Grandin's perspective through her writing and documentaries giving both general education and special education teachers insight into what strategies and approaches have worked best for her. Delivery mode: Florida non-traditional undergraduate.

**ED 481 Field Study# 1 (Reading) - 1 Hour**

In this course, students will work in a school setting in public or private school to complete tasks in the field that are directly tied to FLDOE ESOL endorsement and Competencies and Skills. This course is designed to allow students to participate in low-level classroom tasks in the K-6 setting. The TIU Director of Elementary Education will work cooperatively with local schools to place students in schools/classrooms that allow for engagement of and experience with ESOL students. Delivery mode: Florida non-traditional undergraduate.

**ED 482 Field Study #2 (Reading) - 1 Hour**

In this course, students will work in a public or private school setting to complete tasks in the field that are directly tied to FLDOE Reading endorsement and Competencies and Skills in reading. This course is designed to allow students to participate in low-level classroom tasks in the K-6 setting. The TIU Director of Elementary Education will work cooperatively with local schools to place students in schools/classrooms that allow the engagement of and experience with struggling readers and/or reading teachers with significant experience in reading instruction. Delivery mode: Florida non-traditional undergraduate.

**ED 483 Student Teaching in the Elementary School - 10 Hours**

Observation and teaching in an elementary school classroom under direct supervision of a qualified cooperating teacher and a college instructor. This capstone experience is designed to aid the student teacher to bring together theory and practice. This course requires twelve weeks of observing/teaching in a classroom and participating in a student teaching seminar. The first week will be a Reading Practicum. Weeks two through 12 are student teaching. During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work, and student-teachers must give full attention to teaching. The student must have all core courses completed, and no other coursework may be taken during the student teaching experience. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.