

EDUCATION WITH CERTIFICATION (MEDU)

MEDU 603 Identification, and Methods of Early Childhood Special Education (3)

Explores professional practices for assessment, planning, and instructional methods for students with disabilities. Candidates will gain an understanding of typical and atypical development of children birth to eight years old and strategies for fostering collaborative relationships with other professionals and caregivers to ensure student needs are being met in the least restrictive environment.

MEDU 608 Chrysalis Retreat (0)

The Chrysalis retreat is a weekend experience designed to contribute to teacher candidates' personal and professional development through the exploration of their identity, interpersonal skills, vocational calling, the ability to lead and to follow, and their capacity to build and sustain relationships with self, others, the Earth, and God.

MEDU 610 Methods of Educational Research (3)

Provides candidates with the knowledge and skills to manage, interpret, and analyze research data. Candidates will also evaluate qualitative and quantitative educational research and explore the planning and conducting of P-12 action research for instructional improvement for regular and special needs students.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 620 Data Driven Decision Making (3)

Explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; evaluating intangible outcomes; as well as utilizing data to improve instruction.

MEDU 621 Community Engagement in School (1)

Prerequisite: (MEDU 682 (may be taken concurrently) or MEDU 695 (may be taken concurrently))

Teacher candidates will research and explore assets in their internship school communities and develop a project to promote engagement in the service of student learning and well-being.

MEDU 624 Subsequent Elementary Field Experience (3)

Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. The teacher candidate must provide her/his own transportation to and from the assigned school site

MEDU 627 Technology for Teaching and Learning (2)

Provides candidates with a strong foundation of the role of technology in the teaching and learning process. Candidates will be introduced to digital citizenship, technology-based tools and media that support instruction, extend communication outside the classroom and increase productivity in daily tasks.

MEDU 630 Psychology and Development of Adolescents (3)

Prerequisite: (MEDU 670 and MEDU 665)

Provides a strong foundation of the cognitive, physical, identity, and social and emotional development of adolescents; explores the roles of family and culture, the media, and schools in adolescent development. Candidates will apply major theories and research findings to understand how teachers collaborate with school professionals to support healthy adolescent development and student success.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 640 Development and Characteristics of Individuals with Special Needs (3)

The emphasis of this course is on understanding the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and development of students with disabilities and their implications on teaching and learning; when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Emotional Disturbance (ED), Intellectual Disabilities (ID), Other Health Impairment(OHI); Autism(ASD), Traumatic Brain Injury (TBI), Orthopedic impairments, Sensory Impairments and other low-incidence disabilities (34 CFR, Section 300.7). The course will also stress on characteristics that are non-categorical in nature and are observed across the disability areas, which are helpful in choosing and designing interventions. Characteristics of students who are English Language Learners (ESL) and those who are ESL and have exceptional needs will be examined. Writing of Individual Education Plans (IEP) will be emphasized.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 641 Legal and Historical Foundations in Special Education (3)

Includes the historical foundations, history of provision of services, major movements, current issues, legal mandates, and philosophical changes in general and special education. State, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction will be examined.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 642 Assessment & Diagnosis in Special Education (3)

Provides the candidate with the formal and informal assessment techniques useful for the assessment of special needs learners. Individually administered achievement, aptitude, and information processing tests will be examined in detail. The course will present information concerning report writing, diagnostic and prescriptive planning. Also, methods of interpreting evaluation data, identifying patterns, and presenting results to a consumer in an understandable and clearly written form will be examined.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 644 Specialized Curriculum and Methods in Special Education (3)

Centers on the development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with special needs and English language learners. Specific methods of teaching students with disabilities and English language learners in various settings in the continuum of services will be examined.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 645 Communication, Collaboration and Transition in Special Education (3)

Identifies and describes strategies that show the teacher candidate how to form successful partnerships with families, other educators, outside community agencies, and other professionals in the community for individuals with disabilities. Transition planning and services, self-determination strategies for individuals with special needs are covered.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 646 General Literacy Methods (2-3)

Introduces traditional and contemporary theoretical perspectives on language development, literacy learning and teaching. Content includes theories, approaches and materials for teaching reading and language arts in today's diverse classrooms. Techniques for incorporating state standards and new technologies into literacy development are also studied.

MEDU 647 General Mathematics Methods (2)

Provides an overview of the materials, content and methodology utilized by educators for teaching mathematics. Candidates explore principles in class and utilize them to develop lesson plan approaches, activities and teaching aids.

MEDU 648 Language Development and Teaching Methods for Moderate and Severe Disabilities (3)

Analyzes the development of language and its interaction with cognitive, socio/emotional development and communication. It will also include understanding the impact of language disorders for individuals with disabilities. In addition, this course addresses interventions in academic and life skills for individuals with moderate/severe needs.

MEDU 649 Methods of Teaching Special Education and English Language Learners (3)

Centers on development of specific competencies in understanding special strategies for planning & teaching academic and behavior interventions; and providing accommodations and modifications in the general education classroom and other settings for individuals with mild to severe disabilities. This course will also cover strategies for teaching English Language Learners.

MEDU 655 Methods of Teaching Elementary Visual Arts (3)

Provides an overview of the materials, content, and methodologies utilized by visual arts teachers in the elementary school. Teacher candidates will explore methodological and pedagogical principles and apply them by developing lesson plans, learning experiences, assessments, and teaching materials.

MEDU 656 Methods of Teaching Middle and Secondary Visual Arts (3)

Provides an overview of the materials, content, and methodologies utilized by visual arts teachers in the middle and high school. Teacher candidates will explore methodological and pedagogical principles and apply them by developing lesson plans, learning experiences, assessments, and teaching materials. The course is taken concurrently with Internship I.

MEDU 657 Visual Arts Education Internship I (1)

Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. The teacher candidate must provide her/his own transportation to and from the assigned school site.

MEDU 658 Visual Arts Education Internship II: Student Teaching (5-10)

Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. The teacher candidate must provide her/his own transportation to and from the assigned school site.

MEDU 661 Classroom Management in Elementary Education (2)

Examines the dynamics of discipline and the latest principles and data which research has shown effective in managing behavior in today's diverse and inclusive classroom. Discipline models, techniques, methods and constructs are presented to enable the prospective teacher to move beyond a singular approach in managing classroom behavior. The focus is on implementing the research findings for both preventing behavior problems and for dealing with existing problems.

MEDU 662 Constructing a Supportive Learning Environment (2)

Expands upon the dynamics of classroom management for creating a safe, engaging and differentiated classroom environment for diverse learners in the inclusionary classroom. Current research and best practices will be utilized to allow candidates to enhance their management philosophies and practices of behavior management based on the unique needs of students. The focus is on implementing the research findings within the field experience to proactively involve families, prevent behavior problems and respond effectively to existing problems.

MEDU 665 Teaching in a Diverse Society (3)

Designed to develop insight into the teaching profession and the education system as part of a diverse society. Candidates examine personal bias which can affect teaching and learning and explore various cultural groups and their valuable contributions to the classroom. The course also presents various teaching standards by which candidates can broaden their knowledge and views of teaching and learning while developing culturally responsive philosophies of education.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 667 Adolescent Curriculum, Instruction and Classroom Management (3)

Prerequisite: MEDU 674

Examines curriculum and developmentally appropriate instructional methods for adolescent learners. The dynamics of discipline and research-based classroom management techniques are also presented that address effective behavior management practices utilized in diverse and inclusive classrooms.

MEDU 669 Middle Grades Education Internship I (1)

This course provides the opportunity to learn through observation and practice to teach English, biology, mathematics, or social science to middle level students individually, and in small and large groups. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. This experience provides an opportunity to observe and practice the principles learned in Educational Psychology, Psychology & Development of Adolescents Curriculum, Instruction & Classroom Management, and Adolescent Methods. This course contains a 12 week consecutive day field experience, and is concurrent with a classroom phase of instructional methodology, specific to the field of study. It is essential that candidates completing this field experience have numerous opportunities to interact with students and participate in and initiate instruction. The teacher candidate provides own transportation.

MEDU 670 Educational Psychology (3)

Directs teacher candidates in the application of the principles of psychology to education. Special emphasis is given to understanding growth and development, cognitive processes, theories of learning, and motivation. Candidates will apply course concepts as they begin to develop lesson planning skills.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 671 Beginning Field Experience (1)

Provides the foundation for pre-service teachers to develop their professional expertise. Participation is in person, online, and in an authentic school setting. Pre-service teachers are provided an opportunity to observe student diversity, classroom teachers and environments, perform specific duties associated with teaching and participate in classroom instruction at multiple grade levels. The teacher candidate must provide her/his own transportation to and from the assigned school site.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 672 Evidence of Teaching Proficiency (0-1)

Serves as the summative assessment of the teacher candidate's ability to translate theory into practice in the field of education. It provides an opportunity for candidates to present evidence of their teaching proficiency in the areas of planning, instruction and assessment.

MEDU 673 Middle Grades Education Internship II: Student Teaching (5-10)

Provides a sustained opportunity to apply educational theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of pupils in conjunction with the guidance and supervision of a professionally certified and competent member of the teaching profession and a university supervisor.

MEDU 674 Instructional Planning and Assessment (3)

Explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and utilizing data to improve instruction.

MEDU 675 Learners with Exceptional and Diverse Needs (3-4)

Designed to introduce exceptionality and education of students who have special needs and other diverse needs such as English Language Learners (ELL). This covers the examination of various classifications of special education under the Individuals with Disabilities Act (IDEA 2004) and providing differentiation & accommodations using the Universal Design for Learning (UDL) principles.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 676 Methods of Teaching Science in Elementary School (3)

Provides an overview of materials, content and methodologies utilized by educators in the 21st Century elementary science curriculum. Candidates will explore methodological principles such as constructivism and inquiry-based learning and apply them by developing integrative lesson plans, activities and unites. Teaching, observation and participation in a field experience are included in the course.

MEDU 677 Integrating Technology and Instruction (1)

Candidates will apply their understanding of educational technology in order to evaluate, select and use the appropriate digital tools to enhance learning. Additionally, candidates will research and develop resources that support their own professional development.

MEDU 678 Methods of Teaching Social Science in Elementary School (1)

Provides an overview of materials, content and methodologies utilized by educators in the elementary social studies curriculum. Candidates will work to identify the most important social studies knowledge, skills and disposition; investigate how students learn most effectively; and then utilize their new understandings to draw conclusion about what constitutes effective teaching in the social sciences. Unit planning and a teaching experience in an elementary setting are included in the course.

MEDU 679 Special Education Internship I (1)

Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. The teacher candidate must provide her/his own transportation to and from the assigned school site.

MEDU 680 Methods of Teaching Literacy (3)

Examines the psychology and physiology of teaching reading and language arts. The course provides an overview of materials, content, technology and methodologies utilized by educators in curriculum. The teacher candidates explore principles in class and utilize them to develop various lesson plan approaches, activities and teaching aids.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 681 Elementary Education Internship I (1)

Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. The teacher candidate must provide her/his own transportation to and from the assigned school site.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 682 Secondary Education Internship I (1)

Provides directed teaching practice under professional guidance. Pre-service teachers develop planning, instruction and assessment skills in consideration of authentic student needs and assets. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. The teacher candidate must provide her/his own transportation to and from the assigned school site.

MEDU 683 Methods of Teaching Mathematics in Elementary School (3)

Provides an overview of math materials, content, and methodology utilized by educators. Teacher candidates explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 687 Middle School Philosophy, Curriculum and Instruction (3)

Prerequisite: MEDU 665 and MEDU 671

Focuses on the philosophy of the middle school. It examines the middle school curriculum and instructional methods for designing and teaching developmentally appropriate programs in middle schools including content area reading instruction. The course is required for the State of Illinois Middle School Endorsement.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 688 Reading Diagnostics & Clinical (3)

Examines guidelines, procedures, and techniques for preventing, diagnosing, and remediating reading problems. Primary emphases include: analysis of various assessment tools, definitions of reading disability, and aligning assessment to instruction.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 689 Content Area Literacy (3)

Focuses on the relationship between the language arts and specific content area disciplines. Candidates will explore and understand the changing definitions and effects of literacy. They will also explore engaging strategies for classroom instruction that will increase reading and writing strategies for secondary learners.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 690 Elementary Internship II: Student Teaching (5-10)

Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. The teacher candidate must provide her/his own transportation to and from the assigned school site.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 691 Methods of Teaching Adolescents Science (3)

Examines methods and techniques for teaching science to middle grades and high school students. Focus will be upon laboratory experiences, teaching in the field, applications of the scientific inquiry method, use of technology, questioning and listening skills, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 692 Methods of Teaching Adolescents English/Language Arts (3)

Examines methods and techniques for teaching English/language arts to middle grades and high school students. Focus will be upon reading, text-dependent and guiding questions, academic and argumentative writing, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed. This course is required for the English/Language Arts concentration.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 693 Methods of Teaching Adolescents Social Science (3)

Examines methods and techniques of teaching the social sciences to middle grades and high school students. Focus will be upon questioning and attending skills, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development are also addressed.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 694 Methods of Teaching Adolescents Mathematics (3)

Examines methods and techniques of teaching mathematics to middle grades and high school students. Focus will be upon adapting discipline specific knowledge into engaging lessons, use of technology, delivery methods, differentiation, instructional planning, and assessment procedures. Classroom organization and management, relevant content and instructional standards, and professional development will also be addressed.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 695 Secondary Education Internship II: Student Teaching (5-10)

Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. The teacher candidate must provide her/his own transportation to and from the assigned school site.

Restrictions: Enrollment is limited to Graduate level students. Enrollment limited to students in the Education college.

MEDU 696 Subsequent Endorsement Field Experience (1)

Provides an opportunity to observe the content, instructional planning and strategies, environments, and assist if applicable with specific duties at a designated school. The teacher candidate reflects through observation and his/her own practice how to teach individuals, small groups, and large groups under the guidance from the cooperating classroom teacher and/or an assigned university supervisor.

Restrictions: Enrollment limited to students in the Education college.

MEDU 697 Special Education Internship II: Student Teaching (5-10)

Serves as a culmination of the professional education courses. Provides a sustained opportunity to apply educational theory, knowledge of students, and students' assessment data to instructional decision making and implementation. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of professionally licensed and competent members of the teaching profession. The teacher candidate must provide her/his own transportation to and from the assigned school site.

Restrictions: Enrollment is limited to Graduate level students.

MEDU 698 Directed Practicum (1)

Provides pre-service teachers the opportunity to gain experience in an educational setting and reflect on best teaching practices.

MEDU 699 Professional Growth Seminar (1)

Serves as the capstone of an academic and professional experience at USF. It provides an opportunity for selected educational topics and professional standards in education to be integrated into theoretical and practical components for continued professional development.

Restrictions: Enrollment is limited to Graduate level students.