

EDUCATION (TEACHERS' ACADEMY) (REAL)

REAL 501 Understanding Franciscan Origins and Values I (0)

Aims to present the story of the early Franciscan movement: from the conversion of Francis of Assisi and the origin of the fraternity of Lesser Brothers that gathered around him; to the conversion of Clare and the beginnings of her community of Poor Sisters; to the association of lay men and women to the minorite charism in the towns of medieval Italy.

Restrictions: Enrollment is limited to Graduate level students.

REAL 502 Understanding Franciscan Origins and Values II (0)

Aims to present some of the essential values emerging from the early history of the Franciscan movement, when Francis, Clare and their companions were developing their way of life according to the Gospel.

Restrictions: Enrollment is limited to Graduate level students.

REAL 503 Franciscan Spirituality and Evangelical Life (0)

Designed to enable you to understand and reflect upon the basis of Franciscan Spirituality and the Evangelical Life in terms of each person's relationship to God, Jesus Christ, the World and the Human Person through the following topics: conversion, poverty, the Cantic of the Creatures, and the aspects of fraternity and mutuality.

Restrictions: Enrollment is limited to Graduate level students.

REAL 504 Franciscan Tradition Art and Literature (0)

Designed to enable you to become acquainted with the influence that Francis and Clare had on artists from the Renaissance period to the present day. Also included in the course will be a module relative to the literature of Francis through a pictorial presentation of his Cantic of the Creatures and a discussion of how Francis is represented in poetry and literature.

Restrictions: Enrollment is limited to Graduate level students.

REAL 600 Standard and Proposition NB (3)

Prepares participants to fully investigate the 5 Core Propositions and the National Board for Professional Teaching Standards (NBPTS) in their selected area of certificate. Participants will analyze their own teaching to identify the 5 Core Propositions as well as NBPTS standards in their learning environments. Once identified, participants are expected to be reflective practitioners and move toward incorporating developing accomplished teaching practices in daily teaching.

Restrictions: Enrollment is limited to Graduate level students.

REAL 601 Analyzing Curriculum Plan NBPTS (3)

Prepares participants to analyze and reflect on their planning, instruction, and assessment within their own learning environment. Participants will utilize the Architecture of Teaching and the NBPTS in their certificate area to reflect on student learning. Reflection of integration of curricular areas is expected with this course. In addition, analyzing student work samples to enhance instruction and improve student learning is expected as part of this course requirement.

Restrictions: Enrollment is limited to Graduate level students.

REAL 602 Reflecting on Your Teaching NB (3)

Prepares participants to utilize video-taping to reflect on their own teaching practices. Through video-taping, participants will analyze their teaching to improve classroom instruction and student learning. NBPTS will be utilized throughout this process as teachers reflect on their teaching using national teaching standards.

Restrictions: Enrollment is limited to Graduate level students.

REAL 603 Collaborative Relationships-NB (3)

Prepares participants to identify and analyze past and current collaborative relationships as members of learning communities. Collaboration with families and the school's community will be identified and analyzed with regards to the impact on student learning. Participants will also recognize the contributions to the school community, leadership opportunities, and personal accomplishments and the impact on their teaching and student learning. NBPTS will be utilized throughout this process as teachers reflect on their collaboration using national teaching standards.

Restrictions: Enrollment is limited to Graduate level students.

REAL 604 Assessment Center Prep -NB (3)

Prepares participants for the NBPTS Assessment Center in their area of certification. Participants will utilize the NBPTS Assessment Center exercises in their certificate area to identify what is known and what needs additional research and studying. Participants will utilize the Assessment Center rubrics to identify the expectations of the assessment center.

Restrictions: Enrollment is limited to Graduate level students.

REAL 605 Differentiating for Diverse Learners (3)

Examines the process of education and explores the best practices that will improve the delivery of knowledge to student of all ages. Research clearly states that the brain development of our students is very different than it was just a few year ago. Children have become digital learners. This drastically changes the rubric for delivering the curriculum to our tech-savvy students. This course will assist teachers with their instructional strategies to keep abreast of the current challenges that they face in the ever changing classroom environment that impacts student learning.

Restrictions: Enrollment is limited to Graduate level students.

REAL 606 Accomplished Teaching (3)

Through review of the National Board of Professional Teaching Standards (NBPTS), renewed National Board Certified Teachers will analyze their professional growth profile and reflect upon how their teaching practices continue to enhance student learning and the school/community. Candidates will demonstrate effective and appropriate integration of technology in relevant and meaningful instruction as well as a commitment to the teaching profession.

Restrictions: Enrollment is limited to Graduate level students.

REAL 611 Project CRISS (2)

Prepares participants of all abilities learn content information across the curriculum and throughout the grade levels

Restrictions: Enrollment is limited to Graduate level students.

REAL 612 Educating for Character (3)

Prepares candidates to develop character in pre-K to 12th grade students by implementing instructional methods and techniques that integrate character education throughout the curriculum. Good character means to understand, care about, and do the good. In our pluralistic and diverse society, respect and responsibility are basic, shared values that promote equity. Candidates will learn strategies to create a caring classroom community and help students utilize decision-making skills, display responsible behaviors, and demonstrate the ability to respect the rights of self and others in their personal, school and community environments.

Restrictions: Enrollment is limited to Graduate level students.

REAL 613 Comp Intervention: Ziggurat Model (3)

This course will explore a framework for developing individualized comprehensive plans for children with Autism Spectrum Disorders. The Ziggurat Model uses a framework with 5 levels of structure including: a) social differences and biological needs, b) reinforcement, c) structure and visual supports, d) task demands, and e) skills to teach. Evidence-based interventions for each level will be covered as well as functional behavior assessments and an antecedent-based, pro-active, positive approach for addressing the behavioral manifestations of ASD.

Restrictions: Enrollment is limited to Graduate level students.

REAL 614 Ethical Decision-Making (3)

Studies ethical theory and moral decision making in order to prepare educators to engage thoughtfully with ethical challenges encountered in school settings and enable them to teach ethical decision-making to students. Educators can affect character growth by helping students evaluate the virtues of honesty, respect, fairness, and compassion for others when making moral decisions. Case studies and moral dilemmas will be used to model instructional strategies utilized to assist students in developing moral reasoning skills.

Restrictions: Enrollment is limited to Graduate level students.

REAL 616 Becoming a School of Character (3)

Organized around the 11 Principles of Effective Character Education which are a researched-based framework for school success that help a school to develop a comprehensive, intentional and proactive character development program or assess and improve their current program. Various Schools of Character programs for teaching core values such as respect and responsibility in the classroom will be studied so that the participants can see how they can integrate character education in their curriculum, promoting academic integrity, creating a caring community and combating bullying. Educators will review and assess their school's character education program and complete the application to become a School of Character.

Restrictions: Enrollment is limited to Graduate level students.

REAL 617 Using the Stock Market to Teach Economics (1)

This course provides educators in Grades 5-12 with the knowledge to define, analyze and evaluate economics and financial literacy concepts related to investment decisions. Candidates will learn content-specific vocabulary and instructional strategies necessary to introduce students to investment concepts, with an emphasis upon cost-benefit analysis.

Restrictions: Enrollment is limited to Graduate level students.

REAL 618 Financial Literacy Using Children's Literature (1)

This course provides elementary and middle level educators with the knowledge to locate, explore and utilize children's literature containing economic and/or personal finance content. Candidates will learn content-specific vocabulary necessary to introduce students to economic and personal finance concepts with an emphasis upon cost-benefit analysis.

Restrictions: Enrollment is limited to Graduate level students.

REAL 619 Financial Literacy Using Mathematical Applications (1)

This course provides elementary, middle level and high school educators with the knowledge to integrate the teaching of math with economic and/or personal finance content. Candidates will learn content-specific vocabulary necessary to introduce students to economic and personal finance concepts with an emphasis upon financial literacy and cost-benefit analysis.

Restrictions: Enrollment is limited to Graduate level students.

REAL 620 Dealing with Stress in Education (3)

Creates interactive examination of the circumstances and conditions that cause stress to become a person impediment. Along with identifying many of the common causes, will be a study of the choices available to dampen the effects of stress on our bodies, minds, contentment, and productivity.

Restrictions: Enrollment is limited to Graduate level students.

REAL 621 Heart of Teaching (3)

Focuses on educational practitioners in both the classroom and leadership positions. Since instructional quality is largely a function of personal character, this course includes an awareness and examination of the educator's personal preparedness for the classroom as compared to universal norms for quality teaching.

Restrictions: Enrollment is limited to Graduate level students.

REAL 622 Attitude of Leadership (3)

Assists educators in gaining an awareness of the elemental nature of attitude as a factor in effectiveness. This course will encourage and assist students in a personal examination of their character, personality and behavior as measured against the time-tested "ingredients" of attitude and stress. This personal examination will lead to an understanding of how they can employ methods to improve themselves not only as professional but also as personal ambassadors in their world. Participants will examine their attitudes and actions and the effect each has on other people. This inward examination and subsequent discussions reveal the value of a healthy attitude in wellbeing and personal effectiveness.

Restrictions: Enrollment is limited to Graduate level students.

REAL 623 Understanding and Applying Emotional Intelligence (3)

Provides a journey to understand the scientific insights into emotions and their impact in our personal and professional lives. One of the main objectives of the course is to gain better insight into personal levels of emotional intelligence. Preliminary self-scoring "tests" generate an initial interest in the concept of emotional intelligence. This data will introduce the role emotions play in our everyday effectiveness both personal and professional. The five commonly recognized areas of emotional intelligence will be introduced and examined along with expert explanation by the course's primary author, Daniel Goleman. From these five areas, student will be able to gauge their own self-mastery in each as well as means of improving areas they choose. An emphasis of this course is to help teachers understand how this information can be transmitted to students so they can gain from its value.

Restrictions: Enrollment is limited to Graduate level students.

REAL 624 Classroom Applications of Differentiated Instruction (3)

Assists teachers in the classroom setting. Of primary importance is helping educators understand the concepts of individualized instruction and its value to the learning process. This will include a reflection on the educator's learning style and how it can increase his or her effectiveness in educating children. Practical application of individualized instruction will be the main emphasis of the course. This course is recommended for teachers at any level of education to help them gain new insights into why many students may be having difficulty in certain subject areas and to provide inspiration for the review and revision of the educator's teaching methods.

Restrictions: Enrollment is limited to Graduate level students.

REAL 625 Humor in the Classroom (3)

Candidates will learn creative instructional strategies to incorporate humor in their classrooms to stimulate the learning environment and motivate students. Research about the use of humor in the classroom will be discussed since there is evidence suggesting if children can laugh while learning, they can retain content better. Candidates will be introduced to brain research that supports the concept that student retain more when information is presented in a way that promotes fun and laughter. Additionally, humor is one of the best healing agents known to medicine, thus the importance of humor in relieving stress and the relationship between laughter and good health will be emphasized.

Restrictions: Enrollment is limited to Graduate level students.

REAL 626 Dynamics of Student Motivation (3)

Is designed for educational professionals in both classroom and leadership positions. The main objective of the course is to develop an understanding of students who do not seem to care and to learn strategies for use in schools and classrooms that will stimulate students to become engaged in the learning process. During the class we will work to understand the unmotivated student and the reasons for their disengagement. This will be done with interactive activities and discussions. Practical approaches and activities that encourage engagement of all students will be shared each week.

Restrictions: Enrollment is limited to Graduate level students.

REAL 627 Teacher Component in Learning (3)

Is a personal journey and examination of the elements of humanity that define a great teacher. It is based on the work of Eckhart Tolle's, *A New Earth* and offers unlimited opportunities to learn about or improve upon the skills required to reach the pinnacle of effective teaching.

Restrictions: Enrollment is limited to Graduate level students.

REAL 630 Preparing for National Board Certification I (3)

Provides an opportunity for participants to examine and apply goals and standards within their particular grade level or subject area. Best practices will be explored and practical application will be incorporated into this course. Participants will go through the NBPTS portfolio entries in order to prepare them for National Board Certification opportunities.

Restrictions: Enrollment is limited to Graduate level students.

REAL 631 Preparing for National Board Certification II (3)

Provides an opportunity for participants to examine and apply goals and standards within their particular grade level or subject area. Best practices will be explored and practical application will be incorporated into the course. Participants will go through the NBPTS portfolio entries in order to prepare them for National Board Certification opportunities.

Restrictions: Enrollment is limited to Graduate level students.

REAL 632 Preparing for National Board Certification III (3)

Produces teachers who have mastered teaching to school and district goals and standards at their particular benchmark and/or subject level. Participants will go through the NBPTS assessment center exercises in order to prepare them for National Board Certification opportunities.

Restrictions: Enrollment is limited to Graduate level students.

REAL 633 Preparing for National Board Certification IV (3)

Produces teachers who have taken six National Board of Professional Teaching Standards (NBPTS) Assessment Center Exercises. Participants will facilitate NB pre-candidacy cohorts, and provide leadership activities aligned to National Board's professional teaching standards. They will be trained in NB scoring and assessment methods, the use of Socratic Seminars, adult learning theory and practice, technology and new roles for teacher leaders.

Restrictions: Enrollment is limited to Graduate level students.

REAL 634 Preparing for National Board Certification V (3)

Produces teachers who have taken six National Board of Professional Teaching Standards (NBPTS) Assessment Center Exercises. Participants will be prepared to mentor colleagues through four entries of the NBPTS portfolio process, facilitate NB pre-candidacy cohorts, and provide leadership activities aligned to National Board's professional teaching standards. They will be trained in NB scoring and assessment methods, the use of Socratic Seminars, adult learning theory and practice, technology and new roles for teacher leaders. They will develop and publish electronically, units of instruction in several different disciplines that align curriculum, instruction, and assessment.

Restrictions: Enrollment is limited to Graduate level students.

REAL 635 Retrieval Practices to Enhance Learning (1)

Explores the elements of retrieval practice, a research-based strategy utilized to enhance student long-term learning. Candidates will explore neuroscience and classroom strategies to improve student metacognition and create more effective learning experiences through efficient retrieval practice, spacing, interleaving, and feedback.

REAL 640 Students With Autism Spectrum (3)

Focuses on understanding the characteristics and learning styles including social, communication, behavioral, sensory, and cognitive differences of students with Autism Spectrum Disorders. The difference between Autism and Asperger's Syndrome will be explored. Application of this information will be applied to effective teaching strategies for students in both general and special education classrooms.

Restrictions: Enrollment is limited to Graduate level students.

REAL 641 Character and Methods for Teaching Learners with Autism Spectrum Disorders (3)

Explores effective techniques and strategies for teaching students with autism spectrum disorders. These methods will include behavioral supports and interventions, discrete trial teaching, environmental supports and structured teaching, Picture Exchange Communication System, visual systems, and Social Stories. The course will focus on the understanding theories supporting the use of these strategies and the application of these strategies to working with students with autism spectrum disorders.

Restrictions: Enrollment is limited to Graduate level students.

REAL 642 Dyslexia & Reading Disabilities: 1 in 5 (1)

Provides candidates an overview of Dyslexia and other reading disabilities. Candidates learn how to identify the signs and symptoms of Dyslexia and explore teaching strategies, resources, and tools to address the needs of struggling readers. Elements of multi-sensory structured learning are introduced, and candidates will learn how to apply these elements to reach and teach struggling readers in the areas of phonemic awareness, phonics, fluency, comprehension, vocabulary and spelling.

Restrictions: Enrollment is limited to Graduate level students.

REAL 643 Dyslexia Reading Disabilities II: Multi-Sensory Structured Language Education Teaching Strategies (1)

Multisensory teaching is one important aspect of instruction for all students, especially with dyslexia and other learning difficulties. Candidates will gain knowledge and understanding of learning techniques that involve the use of visual, auditory and kinesthetic-tactile pathways simultaneously to enhance memory and learning of the written language. This course will include research-based content and the application of the multisensory structured language education approach in the areas of phonological awareness, phonics and fluency.

Restrictions: Enrollment is limited to Graduate level students.

REAL 644 Dyslexia and Reading Disabilities Part III: Foundations and Structure of Oral and Written Language (1)

Provides explicit instruction of the structure of oral and written language. Candidates will discover the origins of English, the components of language, and the stages of reading development. Candidates will explore the reasons why children who have Dyslexia or other learning disabilities struggle in these areas. This course also includes foundational knowledge to better understand the structure of language in the components of phonological awareness, phonics, orthography, and morphology.

Restrictions: Enrollment is limited to Graduate level students.

REAL 646 EdTPA: Support for Licensed Professionals (0)

Provides support and feedback to candidates who have provisional teaching license and are seeking licensure in Illinois. It provides an opportunity for the candidate to put their edTPA portfolio together, unpack the expectations, and receive appropriate feedback before submitting the portfolio for scoring.

Restrictions: Enrollment is limited to Graduate level students.

REAL 647 Introduction to Multisensory Language Instruction (1)

Provides candidates with an overview of the Wilson Reading System (WRS). and serves as the prerequisite for WRS Level I Certification Training. Candidates will examine the intensive intervention reading instruction necessary for students in grade two and above with persistent and significant phonological-coding deficits. Candidates will learn about dyslexia (indicators, misconceptions, neurobiological aspects, and prevalence), typical versus atypical reading acquisition, appropriate student identification and placement, and key components and principles of instruction, including the factors necessary for high-quality program implementation based on the Science of Reading and Structured Literacy Instruction. Also addressed is how to teach phonology (including phonemic awareness), morphology, and orthography in an integrated, explicit, systematic, and multisensory. Candidates will explore the standard ten-part WRS Lesson Plan and practice planning, delivering, and individualizing a WRS Lesson while receiving modeling and feedback from a Wilson® Credentialed Trainer.

REAL 648 Intensive Instruction for the Non-Responsive Reader I (3)

Presents the multisensory structured language (MSL) instruction that is required for teaching students in grade two and beyond with significant word-level deficits who are unresponsive to previous instruction The Wilson Reading System® (WRS) Intensive Instruction for the Non-responsive Reader: (Steps 1-3) Online Course provides practical application of reading research, with particular emphasis on alphabetic knowledge, phonological/phonemic awareness, phonics (sound-symbol relationships), rapid naming skills/word retrieval, and spelling at the beginning levels of decoding and encoding. It also provides Candidates will learn the specific procedures to teach the concepts presented in Steps 1-3 of the Wilson Reading System, including instruction in closed syllables. Additional topics on diagnostic teaching and differentiating instruction, program pacing, high frequency word instruction, vocabulary instruction, fluency instruction, dyslexia, typical reading development versus dyslexia, listening and reading comprehension strategies at the beginning stages of reading will be shared.

REAL 649 Intensive Instruction for the Non-Responsive Reader II (3)

Presents the multisensory structured language (MSL) instruction that is required for teaching students in grade two and beyond with significant word-level deficits who are unresponsive to previous instruction (due to dyslexia and/or other characteristics that indicate the need for intensive, multisensory instruction). The Wilson Reading System® (WRS) Intensive Instruction for the Non-responsive Reader: (Steps 4-6) Online Course provides candidates practical application of reading research, with particular emphasis on alphabetic knowledge, phonological/phonemic awareness, phonics (sound-symbol relationships), rapid naming skills/word retrieval, and spelling at the beginning levels of decoding and encoding. It also provides specific procedures to teach the concepts presented in Steps 4-6 of the Wilson Reading System, including instruction on the following syllable types: vowel-consonant-e, open, and final stable. The course includes additional topics on diagnostic teaching and differentiating instruction, high frequency word instruction, vocabulary instruction, dyslexia, typical reading development versus dyslexia, listening and reading comprehension strategies, use of differentiated texts, and handwriting.

REAL 650 Intensive Instruction for the Non-Responsive Reader Practicum (3)

Prepares candidates to effectively implement a multisensory structured language (MSL) reading program, Wilson Reading System Steps 1-6, with a student reading and spelling below grade level, including those individuals diagnosed with a language-based learning disability, such as dyslexia. Candidates will gain a deeper content knowledge and skill enhancement while engaged in a supervised practicum implementing a research-based structured literacy program. Each candidate will acquire a sophisticated working knowledge of the sound-symbol system of English (phonology), the rules that govern spelling in the English language (orthography), and its structure (morphology), as well as the use of specific diagnostic instructional methods and differentiation.

REAL 653 Welcoming Newly Arrived EL Students (1)

Examine how educators can positively impact recently arrived multilingual students by incorporating funds of knowledge pedagogy. Methods supporting instructional practices to engage families and the acculturation process of newcomer students will be explained to assist in the adjustment to a new cultural and educational environment.

Restrictions: Enrollment is limited to Graduate level students.

REAL 680 Best Practice in Technology (0-3)

This course is designed to prepare educators to integrate technology into the curriculum. Candidates will reflect on the role various forms of electronic and digital technology can play in the teaching/learning process and how to engage these processes in a classroom setting. Candidates will be exposed to relevant theories and research, and determine appropriate applications to enhance student growth and development.

Restrictions: Enrollment is limited to Graduate level students.

REAL 681 Current Practices in Teacher Evaluation (0-3)

This course examines the impact of various teacher evaluation practices such as classroom observations, student work/artifacts, feedback, school-home communications, and professional growth plans. Candidates will review research-based strategies and evaluation standards that measure teacher effectiveness and determine appropriate applications to enhance student learning and professional performance.

Restrictions: Enrollment is limited to Graduate level students.

REAL 682 The Effective Teacher (0-3)

Examines and applies methods that include how to manage a classroom with efficient procedures and routines, demonstrate high expectations for all students and design learning activities to achieve high level academic success. Additional topics include effective communication with the total learning community, building and district procedures, cooperative learning approaches, team teaching techniques and effective utilization of support staff and programs

Restrictions: Enrollment is limited to Graduate level students.

REAL 683 Current Issues for Certified Support Staff (2)

Prepares special education certified support staff to explore relevant issues related to providing optimal learning environments that will facilitate learning for all K – 12 students. The course will examine an integrated service model as well as interdisciplinary approaches to the delivery of education support services.

Restrictions: Enrollment is limited to Graduate level students.

REAL 684 Brain-Based Learning (0-3)

Provides an opportunity for participants to explore recent neurological and cognitive research as applied to learning and instruction. Participants will examine and apply methods that optimize student learning by implementing brain-compatible instructional techniques. They will also analyze strategies for creating classroom environments that are conducive to orchestrated immersion, active processing and relaxed alertness.

Restrictions: Enrollment is limited to Graduate level students.

REAL 685 The Differentiated Classroom (0-3)

Provides an opportunity for participants to explore strategies for differentiating instruction so that all students increase their learning. They will examine and apply methods that engage students in reaching common understanding through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.

Restrictions: Enrollment is limited to Graduate level students.

REAL 686 Data Informed Practice (0-3)

This course examines the benefits of utilizing data as one means to measure the teacher effectiveness. Candidates will learn how to collect, analyze, and interpret data related to student learning with the purpose of guiding instructional decisions and improving instruction.

Restrictions: Enrollment is limited to Graduate level students.

REAL 687 Strategies that Support a Balanced Literacy Framework (2)

Explores for the participants research-based reading instructional strategies. Pre-K – 5 teachers will examine, apply and reflect on accepted best practices in reading instruction.

Restrictions: Enrollment is limited to Graduate level students.

REAL 688 National Oceanic and Atmospheric Administration (NOAA) Teacher at Sea (3-4)

Gives teachers a clearer insight into our ocean planet, a greater understanding of maritime work and studies, and to increase their level of environmental literacy by fostering an interdisciplinary research experience. In studying the ocean and atmosphere, teachers will realize the enormous influence each has on their lives and the world; in participating in maritime activities, teachers will appreciate the work and skill that is needed to support oceanic and atmospheric research. With this knowledge, teacher will engage student and excite their curiosity about NOAA science. NOAA's Teacher at Sea Program is dedicated to fostering an interdisciplinary educational experience that provides a unique environment for learning and teaching.

Restrictions: Enrollment is limited to Graduate level students.

REAL 689 The Instructional Coach (0-3)

This course provides educators with evidence-based coaching practices that can be utilized in K-12 classrooms to increase student engagement and achievement. Candidates will learn how to utilize the coaching process and a partnership philosophy to increase the quality of classroom instruction and support students and teachers.

Restrictions: Enrollment is limited to Graduate level students.

REAL 690 Mentorship and Leadership (0-3)

Candidates will develop educational leadership skills through an increased understanding of effective teaching, teacher supervision/ assessment, and strategies for problem solving, conflict resolution, and communication. Effective mentoring principles and practices will be introduced. Candidates will learn how to build collegial relationships that lead to enhanced professional growth and positive integration of educators who are new to or have made changes in their profession.

Restrictions: Enrollment is limited to Graduate level students.

REAL 691 Social Emotional Learning (0-3)

Candidates will explore social emotional learning (SEL) and identify instructional strategies to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Candidates will learn how to infuse social emotional learning skills into curriculum and classroom practices, creating policies and structures that support social and emotional development.

REAL 694 Topics (1-4)

Provides graduate level advanced study of selected topics. Topics courses can be repeated for graduate credit.

May be repeated for up to 99 hours

Restrictions: Enrollment is limited to Graduate level students.

REAL 695 Topics in Education (1-3)

Provides graduate level advanced study of selected topics. Topics courses can be repeated for graduate credit.

Restrictions: Enrollment is limited to Graduate level students.

REAL 696 Topics In Education (0-4)

Provides graduate level advanced study of selected topics. Topics courses can be repeated for graduate credit.

Restrictions: Enrollment is limited to Graduate level students.

REAL 700 Close Reading for Common Core (1)

Provides educators with an understanding of close reading in Common Core ELA instruction. Starting with an exploration of the practice, candidates will consider the necessity of close reading in the repertoire of a student's reading experience and the importance of this practice in creating stronger, more confident readers. The relationships of text-dependent questioning and test types will be explored. Candidates will learn how to structure close reading experience that will engage all students.

Restrictions: Enrollment is limited to Graduate level students.

REAL 701 Literary Texts for Common Core (1)

Provides educators with an understanding of two major reading shifts in ELA instruction under the Common Core: Studying adequately leveled texts, candidates will learn and apply the three measures of text complexity: quantitative, qualitative, and reader and task considerations to various texts. In addition, candidates will work toward the task of balancing text types in the classroom setting. Considering literary, informational and alternate text types, educators will gain understanding of pairing text with a particular emphasis on making informational text more accessible to all students in all subjects.

Restrictions: Enrollment is limited to Graduate level students.

REAL 702 Text Dependent Questioning for Common Core (1)

Provides educators with an in-depth analysis of one of the major shifts in ELA instruction under the Common Core Standards. The theory behind this shift will be reviewed and will include an examination of current practice and implications for both teachers and students as we move forward. Participants will gain an understanding of what constitutes a text dependent question and have opportunity to recognize, evaluate and construct text dependent questions for use in their classroom. The importance of text selections will be covered. In addition, participants will examine the relationship between students' close reading and their ability to answer text dependent questions. Instructional strategies will be shared to develop students' analytic and critical thinking skills.

Restrictions: Enrollment is limited to Graduate level students.

REAL 703 Navigating PARCC ELA Assessment (1)

Provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts (ELA) Assessment in relationship to the Common Core State Standards (CCSS) for ELA and Literacy. Candidates will develop an understanding of the philosophy of the assessment and be introduced to the layout and design of the test. By focusing on the key reading, writing and critical thinking skills the test demands, candidates will learn about types of classroom practices that will best prepare students for this test design.

Restrictions: Enrollment is limited to Graduate level students.

REAL 704 Navigating PARCC Math Assessment (1)

Provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) Math Assessment in relationship to the Common Core State Standards for Mathematics. Starting with an understanding of the philosophy of the assessment, participants will then be introduced to the layout and design of the test, including technical aspects. Most significantly, with an emphasis on opportunities for in-depth focus and connections between mathematical content and mathematical practice, participants will come to understand the types of classroom pedagogy that will best prepare students for this new design of testing.

Restrictions: Enrollment is limited to Graduate level students.

REAL 705 Creating Common Core IEPs (1)

Provides educators with a deeper understanding of how Common Core is revolutionizing the way we look at Individualized Education Plans (IEPs) for students with disabilities. This course will focus on how the IEP will shift as schools adopt, unpack and implement the Common Core State Standards. Supporting our students, we must refocus our vision and goals to meet the needs of the 21st century learner. Participants in this course will examine the Common Core State Standards and how that will impact goal setting for students with disabilities. They will also delve into how these new standards will shift the way goals are measured and monitored.

Restrictions: Enrollment is limited to Graduate level students.

REAL 706 Navigating PARCC for Students with Disabilities (1)

Participants will delve into what the PARCC assessment measures and how that will be accomplished with Special Education students. After gaining a greater understanding of the assessment itself, educators will examine the implications it has for students with a varying degree of disabilities and the accommodations that they will need in order to successfully demonstrate their level for their College and Career goals.

Restrictions: Enrollment is limited to Graduate level students.

REAL 720 Disciplinary Literacy for Common Core (3)

Provides middle and secondary grades educators with a full and complete understanding of the English/Language Arts (ELA) History/Social Science, and Technical Subjects (HST) standards. Participants of this course will learn how to examine the ELA/HST standards and how these standards are designed to enhance the natural literacies in each of the disciplines. Most importantly, participants will explore teaching strategies that will develop students who are confident in utilizing gained literacy skills as critical thinkers in the 21st century world.

Restrictions: Enrollment is limited to Graduate level students.

REAL 721 Creating Strong/Power Writers CCSS (3)

Provides educators with an understanding of the shifts in teaching writing that will be needed to meet the CCSS writing standards. Particular focus will be on writing from sources; short, sustained research; and persuasive and argument writing; however, narrative and poetic writing will also be explored. Both theory and practice will be utilized in understanding the writing process to help students become better writers. The relationship between the PARCC assessment and writing will also be stressed.

Restrictions: Enrollment is limited to Graduate level students.

REAL 722 Advanced Next Generation Science Standards (3)

Designed for K-8 teachers who want to gain a comprehensive understanding of the standards. This course will provide educators with knowledge and skills required to incorporate NGSS in their classrooms to improve teaching and learning. While teachers will secure awareness of the history and development of NGSS and the anatomy of the standards, an emphasis is placed on effective teaching strategies and practices. Teachers will engage in activities to construct new knowledge about science teaching and learning with the NGSS.

Restrictions: Enrollment is limited to Graduate level students.

REAL 723 Common Core Math (Elementary) (3)

Provides elementary educators with a deep understanding of the Common Core State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content. Participants will learn how to examine the elementary standards closely, with an emphasis on fewer content standards that have greater focus and coherence and how the Practice standards influence pedagogy. Initial work will include understanding the conditions that fueled the need for the Standards' changes in the 21st century world, as well as the consideration of the needs of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning learning tasks to the new assessments in the elementary grades.

Restrictions: Enrollment is limited to Graduate level students.

REAL 724 Common Core Math (Middle and Secondary Grades) (3)

Provides middle and secondary grade educators with a deep understanding of the Common Core State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content. Participants will learn how to examine the middle and secondary standards closely, with an emphasis on fewer content standards that have greater focus and coherence and how the Practice standards indulge pedagogy. Initial work will include understanding the conditions that fueled the need for the Standards' changes in the 21st century world, as well as the consideration of the needs of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning learning tasks to the new assessments in middle and secondary grades.

Restrictions: Enrollment is limited to Graduate level students.

REAL 739 Restorative Practices in the Classroom (3)

Introduces candidates to Restorative Justice concepts and strategies. Candidates will explore culturally appropriate restorative practices to create a culture of care in the classroom. Candidates will learn to facilitate circles, integrating an applied understanding of conflict resolution and mediation principles to help students learn self-awareness and self-management skills needed to achieve school and life success.

REAL 740 NIAAA Foundations Athletic Administration (1)

Shows candidates how to successfully build, maintain and administer an interscholastic athletic program. Emphasis will focus on specific aspects of athletic administration and prerequisites required to become a Certified Athletic Administrator. Candidates must complete four NIAAA leaderships modules, conducted by NIAAA approved presenters.

Restrictions: Enrollment is limited to Graduate level students.

REAL 750 NFHS Accredited Interscholastic Coach (1)

Shows candidates how to successfully coach, build and administer an interscholastic sport program. Emphasis will focus on the role of the coach as an instructional leader and the prerequisites required to become an Accredited Interscholastic Coach. Candidates must complete four NFHS leadership coaching modules, conducted by NFHS approved online video instruction.

Restrictions: Enrollment is limited to Graduate level students.