

EDUCATION (EDUC)

EDUC 100 Human Relations for Educators (2)

Introduces the student to the aspects of interpersonal communication and human relationships. Components of the course include patterns of effective communication, self-awareness, value and attitude clarification, resolving conflict, managing anger and stress, group dynamics, and recognizing culture-learned behaviors.

EDUC 107 Exploring the Teaching Profession (3)

As a dual credit high school opportunity, students will explore the teaching profession as a viable career option. Topics include teacher skills, attributes and dispositions of successful teachers and the structure and purpose of schools.

EDUC 201 Child Growth and Development for Educators (3)

Examines typical and atypical development from prenatal/conception through early adolescence in the areas of cognitive, cultural, emotional, linguistic, social and physical development. While studying developmental theory and investigative research methodologies, candidates will observe, evaluate, and analyze characteristics of development at various stages with application to instructional learning in the classroom.

EDUC 210 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.

EDUC 211 Elementary 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.

EDUC 212 Adolescent 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.

EDUC 213 Special Education 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.

EDUC 214 Visual Arts 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.

EDUC 220 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.

EDUC 225 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.

EDUC 230 Learners with Exceptional and Diverse Needs (3)

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.

EDUC 240 Legal and Historical Foundations in Special Education (3)

Includes the historical foundations, history of provision of services, major movements, current issues, 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.

EDUC 301 Chrysalis Retreat (0)

The Chrysalis retreat is a weekend experience designed 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.

EDUC 303 Assessment, 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

EDUC 304 Acquisition and Assessment of Spoken and Written Language (3)

Increase understanding of evidence-based instructional methods for sustaining early literacy with practices and processes to monitor and assess development. Definitions of literacy, culture, and principles of culturally sustaining early literacy pedagogies, as well as a model and interpretive framework for cultivating language in the areas of listening, speaking, reading and writing will be explored. Elevating literacy development in young children (ages 0-8) will foster spoken and written language skills that can be embedded in everyday instruction.

EDUC 309 Planning and Assessment in the Early Years (3)

Explores current theory and practice regarding assessment including formal, standardized, and information tests and inventories for students' birth to 8 years old. Selection, evaluation and interpretation of assessments used in educational settings will be examined. Candidates will plan instruction, prepare assessments and utilize data to improve instruction across the curriculum.

EDUC 329 Culture, Discovery, & Identity (1-3)

a study-abroad course that provides students the opportunity to experience the culture, methods of learning, and social interactions in a foreign country, including examination of art, architecture, monuments, and historic sites, and engage in a path of discovery through an immersion experience. Through daily seminars, tours, and personal inquiry, students will explore many iconic sites to discover the presented and underlying culture and discover how their identity is influenced. Three themes will drive the course: culture as presented and experienced, the discovery of a new culture and how Franciscan values are present, and personal identity in harmony or contrast with one's surroundings.

EDUC 330 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.

EDUC 331 Engaging e-Learning (3)

Teaches prospective and in-service educators (K-12 through higher education) how to design, develop and deliver engaging e-learning in their own setting, whether materials are part of an online course or in a blended format (e.g., flipped learning). Candidates will learn e-learning instructional design, how to locate and develop materials and how to effectively deliver e-learning via creative teaching strategies and collaborative communities. Candidates will learn how different types of technologies relate to various types of e-learning activities so that e-learning teaching practices can be tailored with available technologies. Suggested resources for technologies will be provided rather than instruction on specific technologies.

EDUC 341 Assessment of the Adult English Language Learner (3)

Provides the competencies needed for teachers of the adult English language learners to effectively assess their students. This course focuses on realistic assessment practices which are based on current states in the field, and provides the candidate with: Practical knowledge of assessment philosophies (e.g. traditional vs. alternative) and their association with politics, reform and current trends, including the relationship with standard alignment; The purpose of current assessment instruments (e.g. Language ID Surveys, Background, Placement, Proficiency, Progress-Achievement and diagnostic); Opportunities to construct assessment tools for classroom use (e.g. practical, authentic, performance-based instruments); Practice in the administration of various tools with comprehensive analysis; and the critical balance between objectives, the corresponding classroom teaching, consequential student-learning, and the assessment used ($O = T / L = A$) which includes the vital importance of rubrics, accuracy of data interpretation (scoring/grading) and the implications on teaching. Candidates will review test-preparation strategies, test-taking strategies and accommodations for test-takers, as well the impact of culture on assessment. Also uniquely incorporated into this course is the evaluation of the assessment process (e.g. practicality, validity, grade-validity and reliability).

EDUC 343 Serving English Language Learners with Special Needs (3)

Presents the complex challenges involved in serving English language learners with special education needs. The course focuses on research and teaching that services this population of learners. The educational performance of students from culturally and linguistically diverse backgrounds will be presented by disability prevalence data, race and language status. Knowledge, guidance in designing effective early intervention, assessment and instructional programs and services for English language learners with special needs will be emphasized. The legal and educational issues that relate to English language learners with special needs will be explored.

EDUC 344 Theoretical Foundations of Bilingual and ESL (4)

Presents historical trends related to English language development and examines research and theories of first and second language acquisition. The rationale for English language acquisition programs and an introduction to instructional approaches to facilitate language development are also presented.

EDUC 345 Methods and Materials for Teaching English as a Second Language (4)

Provides the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching academic subjects, including techniques to improve ESL learners' reading comprehension, speaking and writing skills. The theoretical bases underlying instructional strategies and techniques are presented, along with advantages of each instructional approach.

EDUC 346 Assessment of Bilingual and ESL Students (3)

Considers the implication of second language acquisition theory on testing, explores the relationship between bilingualism and cognition and presents an overview of procedures for the identification and assessment of limited English and English language development students. An overview of assessment instruments and ESL educational program placement options will also be presented.

EDUC 347 Cross Cultural Studies for Teaching Limited-English Proficient Students (3)

Focuses on cultural factors that influence teaching and learning. This course provides intensive consideration of cultural and linguistic diversity, its impact on instruction and strategies for effective instruction in the multicultural and linguistically diverse classroom.

EDUC 348 Linguistics (4)

Focuses on the properties that all languages have in common and the way languages differ. As an introduction to the science of language, this course surveys the main branches of linguistics, phonology, morphology, syntax, semantics and sociolinguistics, as they apply to language learning and teaching. However, no background in linguistics or any foreign language study is required or assumed in the course.

EDUC 349 Methods and Materials for Teaching Bilingual Students (3)

Focuses on the strategies appropriate for teaching bilingual students in a bilingual program of instruction. Language development of the bilingual students is explored through instructional theories, methods, and approaches to promote bilingual learning and language. Special consideration will be given to integration of literacy in content areas, assessment of bilingual students, and effective parental involvement in bi-literacy development.

EDUC 353 Visual Arts Education Internship I (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.

EDUC 354 Elementary Education Internship I (5)

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.

EDUC 355 Theory and Practice of Teaching Catholicism (2)

Provides experiences and insights in appreciation of the distinctiveness of Catholic schools, the ministry of the teacher, the distinctive curriculum, and the governance and organization of Catholic schools. In addition, emphasis is placed on specific catechetical methodologies, the faith development of students, and the proper role of parents. The course is for those who intend to teach in the Catholic schools. Prerequisite: Two Theology courses.

EDUC 356 Methods of Teaching Religion (2-3)

Prerequisite: EDUC 355

Studies the methods of teaching religion in the elementary school, high school and in adult catechesis. Focuses on course design and methods with a special emphasis on preparing students for the reception of the sacraments. Fulfills Joliet Faith Formation Curriculum and standards. The class will be 2 credit hours. If a student also teaches Religious Education during the semester, they may take the course for 3 credit hours.

EDUC 357 Methods and Materials for Teaching Adult English Language Learners (4)

Prerequisite: EDUC 344

Provides the competencies needed for teachers of adult English language learners to effectively instruct their student. Far beyond theory this course focuses on realistic practices based on current states in the field, preparing the candidate for practical application of the essential contents from all four domains of adult ELL education: 1) The structure & services within adult education; 2) Politics, reform and current trends; 3) Administrative demands; and most intensely 4) TESOL (TESL & TEFL) techniques, skills, purposes and strategies relevant to adult ELLs, including: SLA (Second Language Acquisition), standards-based planning & instruction, best practices, vocabulary, accent reduction & pronunciation, listening, speaking, reading, writing, conversation, EL Civics, pre-employment & workforce, cultural variables, affective and metacognitive strategies (goal-setting, applying strategies such as universal language learning, test-preparation, test-taking, etc.), utilization of school district & community resources, the maintaining of the heritage language, and the development of the home-school extension relationship between the adult ELL guardian and the PreK-12 child/ren.

EDUC 358 Middle Grades Education Internship 1 (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.

EDUC 360 Psychology and Development of Adolescents (3)

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.

EDUC 367 Adolescent Curriculum Instruction and Classroom Management (3)

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.

EDUC 368 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.

EDUC 372 Assessment and 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.

EDUC 373 Reading Diagnostics and Clinical (2)

Examines guidelines, procedures and techniques for preventing, diagnosing, and remediation of reading problems. The teacher candidate will learn various reading strategies to use with students in classrooms. These strategies will help with the ongoing assessment of the reading needs of the students in their classrooms.

EDUC 375 Methods of Teaching Mathematics in the Elementary School (3)

Provides an overview of the math materials, content, and methodology utilized by educators. The teacher candidates explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids. Concurrent participation in a field experience is included.

EDUC 376 Reading and Writing in the Content Area (3)

Focuses on the relationship between language arts (reading, writing, speaking, listening) and specific content area disciplines. The process of effective classroom communication and instruction as it pertains to increasing the reading and writing strategies of students will be explored while making reading and writing in the content area more culturally and developmentally appropriate and meaningful.

EDUC 377 General Literacy Methods (2)

This course 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.

EDUC 379 Methods of Teaching Social Sciences in Elementary School (2)

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

EDUC 380 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.

EDUC 383 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.

EDUC 384 Methods 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 units. Teaching, observation and participation in a field experience are included in the course.

EDUC 386 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

EDUC 389 Language Development and Teaching Methods for Students with Moderate-Severe Disabilities (3)

This course will analyze 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.

EDUC 390 Secondary Education Internship I (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.

May be repeated for up to 2 hours

EDUC 392 Creating a Responsive Classroom (3)

This course examines the dynamics of building a safe, welcoming, and inclusive classroom learning environment that is responsive to the diverse needs of students. Current research and best practices will be utilized to facilitate candidates in proactively building a classroom that is trauma-sensitive, culturally sustaining, and responsive to building positive behaviors and character in students as well as managing behavioral needs in partnership with families and school professionals.

EDUC 394 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.

EDUC 395 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. Concurrent participation in a field experience is required.

EDUC 399 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.

EDUC 469 Special Education Internship I (5)

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.

EDUC 472 Elementary Education Internship II for Special Education: Student Teaching (6)

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.

EDUC 473 Middle Grades Education Internship II: Student Teaching (12)

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.

EDUC 475 Elementary Internship II: Student Teaching (12)

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.

EDUC 476 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.

EDUC 477 Evidence of Teaching Proficiency (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.

EDUC 478 Special Education Internship II: Student Teaching (6,12)

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.

EDUC 480 Secondary Education Internship II: Student Teaching (12)

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.

EDUC 482 Visual Arts Education Internship II: Student Teaching (12)

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.

EDUC 489 Joliet Professional Development School Fellowship (0-3)

Offers opportunities for Joliet Professional Development School Partnership (JPDSP) Fellow to develop and enhance their collaboration skills and focus on diversity found in today's classroom. Resources and strategies are cultivated to effectively support Joliet Students' learning experience in the school culture.

EDUC 494 Topics in Education (0-3)

Provides for the study of selected topics in education not included in the regular curriculum. It may be repeated for credit under different topics to a total of 3 semester hours.

May be repeated for up to 4 hours

EDUC 498 Practicum (1)

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

EDUC 499 Practicum (0)

offers teacher candidates the opportunity to gain experience in an educational setting. This course is intended for teacher candidates who are already enrolled in 18 credit hours during a semester but still want to participate in an elective practicum (field experience).