

# CURRICULUM, INSTRUCTION & EDUCATIONAL PSYCHOLOGY (CIEP)

---

Discover, search, courses (<https://catalog.luc.edu/course-search/>)!

## **CIEP L359 Reading - Elementary Lab (1 Credit Hour)**

No course description is available

## **CIEP L362 Literacy Instruction in the Content Area-Lab (1 Credit Hour)**

No course description is available

## **CIEP L414 Instructional Methods Lab (1 Credit Hour)**

No course description is available

## **CIEP L421 Literacy Instruction Elementary Lab (1 Credit Hour)**

No course description is available

## **CIEP L423 Advanced Literacy Instruction in Content Area-Lab (1 Credit Hour)**

No course description is available

## **CIEP LM60 Secondary Methods: Social Studies Lab (1 Credit Hour)**

No course description is available

## **CIEP LM61 Secondary Methods: English Lab (1 Credit Hour)**

No course description is available

## **CIEP LM62 Secondary Methods: Mathematics Lab (1 Credit Hour)**

No course description is available

## **CIEP LM63 Secondary Methods: Modern Languages Lab (1 Credit Hour)**

No course description is available

## **CIEP LM64 Secondary Methods: Science Lab (1 Credit Hour)**

No course description is available

## **CIEP LM83 Teaching Science in Elementary School-Lab (1 Credit Hour)**

No course description is available

## **CIEP M03 Student Teaching: Infants, Toddlers and PreSchoolers (6 Credit Hours)**

This course (along with the related field experiences) serves as a continuation of the Methods courses and meets the requirements of a preprimary student teaching experience.

This course satisfies the Engaged Learning requirement.

### *Outcomes:*

Teacher candidates will be provided with supervised applied experience in assessment and instruction with children in early childhood special education and will be prepared to work in an early childhood special education setting

## **CIEP M04 K-3 Student Teaching (9 Credit Hours)**

*Pre-requisites:* CIEP M03

This course is the culminating experience of the Early Childhood Special Education Teacher Education Program. Candidates are placed in a classroom with an experienced cooperating teacher.

This course satisfies the Engaged Learning requirement.

### *Outcomes:*

In addition to their planning and teaching responsibilities, student teachers also are expected to reflect on their experience, develop their planning and instructional skills, and compile a teaching portfolio

## **CIEP M13 Techniques of Teaching in Secondary Schools (3 Credit Hours)**

This course introduces the secondary education student to the realities of the public, urban middle or high school setting. It provides students with an initial experience to the actual teaching of adolescents within their major discipline. Supervision and feedback are provided by the university course instructor and a subject specific high school teacher in the field. Students enroll concurrently in CIEP M14.

### *Outcomes:*

Students will be able to demonstrate principles of lesson design in a specific subject content, create instruction designed for students in a diverse urban setting, analyze and apply "best practices" pedagogy, and develop a personal philosophy of teaching

## **CIEP M14 Secondary School Teaching in Context: Clinical Seminar (1 Credit Hour)**

Directed classroom experiences that consist of a minimum of 30 clinical hours that include lesson planning and teaching related to the course content. The seminar meets only during the clinical field experience. Co-register with CIEP M13.

### *Outcomes:*

Students will be able to observe exemplary practices in selected urban high school classrooms, create and deliver instruction to students in that setting, and analyze and reflect on those experiences

## **CIEP M15 Methods Teaching Art & Sec (3 Credit Hours)**

No course description is available

## **CIEP M16 K-2 Literacy Methods for EC (2 Credit Hours)**

This course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research based comprehensive literacy instruction in K-2 elementary classrooms and will emphasize the scientific foundations of reading instruction: phonics, vocabulary, text comprehension and fluency.

### *Outcomes:*

A student enrolled in CIEP M16 will demonstrate beginning competence in the knowledge base, skills, and strategies stated in the Illinois Professional Teaching Standards and ECE standards

## **CIEP M17 Early Childhood Math Methods (2 Credit Hours)**

Two credit hour math methods course specifically for early childhood special education majors. this course is designed to reflect current ISBE standards, and best practices in early math. It addresses mathematical thinking, concepts, and skills across the birth to grade 2 continuum.

### *Outcomes:*

It addresses mathematical thinking, concepts, and skills across the birth to grade 2 continuum

## **CIEP M20 Methods-Materials Elementary Science-Social Studies (1 Credit Hour)**

No course description is available

## **CIEP M21 Methods-Materials Mathematics (3 Credit Hours)**

No course description is available

## **CIEP M22 Problems-Materials Teaching Reading & Language Arts (3 Credit Hours)**

No course description is available

**CIEP M23 Introduction to Teaching and General Elementary Methods (3 Credit Hours)**

This course is designed to help students examine the complex role of the teacher and to understand principles and methods of curriculum, instruction, and evaluation in the elementary school.

*Outcomes:*

Students will be able to design an instructional plan, analyze the characteristics of an effective classroom, and articulate major challenges facing school systems

**CIEP M24 Practice in Instruction-Elem (1 Credit Hour)**

No course description is available

**CIEP M30 Academic Assessments and Interventions (3 Credit Hours)**

In this course, students will learn about psychological and educational assessment with a special focus on issues related to non-biased assessment and the link between assessment and intervention in the instructional consultative process.

*Outcomes:*

Students will develop and administer appropriate intervention plans related to the instructional needs of students with disabilities

**CIEP M31 Behavior Interventions: Assessments and Supports (3 Credit Hours)**

The purpose of this course is to develop the students ability to provide positive support to learners whose behavior(s) impedes their learning or the learning of others.

*Outcomes:*

The student will be able to plan and develop school wide group and individual supports, make adjustments as needed to IEPs, and assess the on-going progress being made by students for whom behavioral interventions have been planned

**CIEP M32 Exceptional Learner II (3 Credit Hours)**

This course provides in depth understanding of the ethical and professional issues related to collaborative service provision for children with disabilities.

*Outcomes:*

By viewing ability within the broader context of human diversity, students will learn instructional strategies that foster a student's meaningful participation in heterogeneous classrooms as well as the larger communities in which they live

**CIEP M33 Accessing and Adapting the General Education Curriculum (3 Credit Hours)**

Within this course, candidates explore methods to adapt the general education curriculum in order to meet the individual needs of students with disabilities. Issues of differentiating student needs, long and short-term planning, technology-assisted learning, and vocational and social skills curricula will be addressed along with behaviors and modification related to low incidence exceptionalities.

*Outcomes:*

Candidates will demonstrate an understanding of adapting the general education curriculum for students with special needs through the design of a universalized lesson plan, a synthesis of relevant literature, and researching assistive technology

**CIEP M34 Family, Community and School-Based Consultation (3 Credit Hours)**

Within this course, candidates explore how members of families affected by disability and school/community professionals can enter into productive partnerships and create positive outcomes for students in elementary and secondary schools. Different approaches to work on school or community based teams, the different aspects of planning and implementing team process, and the challenges and threats to that process, are examined.

*Outcomes:*

Candidates will demonstrate an understanding of collaborative relationships, and design and evaluate a wraparound plan for a student with a disability based on case study information and research

**CIEP M35 Methods of Instruction: Infants, Toddler and Preschoolers (3 Credit Hours)**

This course is designed to prepare candidates to develop curriculum and assessment strategies for working with infants, toddlers, and preschool children.

*Outcomes:*

Candidates will develop a strong foundation of so that they are able to make more successful accommodations and modifications for children with exceptionalities

**CIEP M36 Methods of Teaching K-3: Social Studies (3 Credit Hours)**

The purpose of this course is to provide an overview of teaching social studies to student in Kindergarten through third grades.

*Outcomes:*

Teacher candidates will become prepared to develop social studies curriculum appropriate for students in the primary grades including the development of a classroom management philosophy (and the necessary skills for implementing it), as well as the development of instructional techniques in preparation for student teaching

**CIEP M37 Methods of Teaching K-3: Math and Science (3 Credit Hours)**

This course focuses on math and science content and methods for teachers in kindergarten through grade three.

*Outcomes:*

Candidates will learn, design, and teach curriculum and lesson plans in math and science, as well as formal and informal assessment strategies

**CIEP M38 Methods of Teaching K-3: Reading and Literacy (3 Credit Hours)**

This course prepares candidates to guide young children from diverse cultural backgrounds in learning to read and write.

*Outcomes:*

Teacher candidates will become familiar with and learn to 1) recognize and describe the development stages of learning to read and write for 4-8 year olds, 2) identify factors that influence this learning process, and 3) develop curricula for reading and writing

**CIEP M42 K-2 Special Education Methods for ECSE (2 Credit Hours)**

In this context, methods to adapt the curriculum to individualize instruction to meet the needs of students with special needs will be discussed. Issues of differentiating student needs, long and short-term planning, technology-assisted learning, and social skills curriculum will be addressed. Students will also learn how to actively create learning environments which promote positive learning results in general and special curricula by modifying the learning environment, using direct motivational and instructional interventions.

*Outcomes:*

Demonstrates current knowledge of integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content area: language and literacy (English language arts); mathematics; science; health, safety, nutrition, and movement (physical development and health); art, music, and drama (fine arts); and social science; understands how to plan developmentally and culturally appropriate curriculum; understands how to use and integrate appropriate technological resources into classroom instruction

**CIEP M43 Special Education Methods: Infants, Toddlers and Preschoolers (3 Credit Hours)**

This course provides an overview in curricular adaptations and instructional strategies that address the needs of young children.

*Outcomes:*

Candidates will gain experience in developing strategies for meeting the educational and developmental needs of infants and young children with disabilities, as well as those who experience circumstances and conditions that potentially interfere with optimal growth and development

**CIEP M44 Special Education Methods K-3 (3 Credit Hours)**

This course is designed to meet the needs of future general and special education teachers in diverse and inclusive classrooms with particular focus being given to whole-class models for addressing student diversity and disabilities, followed by specific instructional strategies and interventions for students with particular types of special needs.

*Outcomes:*

Candidates will become familiar with inclusive strategies and methods for monitoring performance during pre-referral interventions

**CIEP M47 Choral Conducting (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CIEPM47/MUSCM47

**CIEP M48 Art in the Elementary School (1 Credit Hour)**

This course presents students with an overview of the elements and principals of visual art, reviews arts materials and explores methods of integrating arts with core curriculum: Language Arts, Math, Science and Social Studies.

*Outcomes:*

Students will be able to identify the elements and principles of art and create visual art projects incorporating core curriculum with the knowledge of art materials

**CIEP M60 Secondary Methods: Social Studies (3 Credit Hours)**

In this course students examine teaching and learning in the social studies in grades 9-12. Students explore a variety of methods for teaching each discipline within the social studies as distinct subjects and as elements of interdisciplinary courses. The course emphasizes curriculum planning, practice teaching in the social studies and fieldwork in schools and social studies-related organizations.

This course satisfies the Engaged Learning requirement.

*Outcomes:*

Students will design curricula and demonstrate instructional strategies in the social studies that meet the needs of diverse learners and focus on deep engagements with social studies content

**CIEP M60L Secondary Methods: Social Studies Lab (0 Credit Hours)**

No course description is available

**CIEP M61 Secondary Methods: English (3 Credit Hours)**

This course provides an intensive examination of the methods utilized in the teaching of language arts in grades 9-12. The course allows opportunities for students to synthesize their philosophy, content knowledge, and practice, in preparation for student teaching. In addition, students will be able to design and implement meaningful literacy experiences and curricula.

This course satisfies the Engaged Learning requirement.

*Course equivalencies:* X-CIEPM61/ENGL396

*Outcomes:*

Students will be able to implement methods of teaching language, composition, and literature, in grades nine through twelve

**CIEP M61L Secondary Methods: English Lab (0 Credit Hours)**

No course description is available

**CIEP M62 Secondary Methods: Mathematics (3 Credit Hours)**

This course is designed to provide students with the knowledge and methods necessary for success in teaching in today's secondary mathematics classroom.

This course satisfies the Engaged Learning requirement.

*Outcomes:*

Students will be able to implement methods of teaching mathematics and methods of assessment in grades sixth through twelve

**CIEP M62L Secondary Methods: Mathematics Lab (0 Credit Hours)**

No course description is available

**CIEP M63 Secondary Methods: Foreign Language (3 Credit Hours)**

This course is designed to prepare students to enter their student teaching experience with having created a standards-based curricular unit including assessments, goals, objectives, and activities/ assignments.

*Outcomes:*

Students will be able to implement methods of teaching a foreign language and methods of assessment in grades sixth through twelve

**CIEP M63L Secondary Methods: Modern Languages Lab (0 Credit Hours)**

No course description is available

**CIEP M64 Secondary Methods: Science (3 Credit Hours)**

This course is designed to help pre-service teachers develop the theoretical background, practical knowledge, and skills essential for successful science teaching at the high school level.

This course satisfies the Engaged Learning requirement.

*Outcomes:*

Students will be able to draw Teaching Science in the Elementary/Middle School connections among instructional planning, implementation, and assessment of student learning through a field experience as well as the practice of instructional skills in peer teaching lessons

**CIEP M64L Secondary Methods: Science Lab (0 Credit Hours)**

No course description is available

**CIEP M65 Methods in Secondary School Music (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CIEPM65/MUSCM65

**CIEP M77 Bilingual/Bicultural Methods and Materials (3 Credit Hours)**

This course is designed to provide participants with the knowledge, skills, and competencies needed to meet the needs of English Language Learners in bilingual contexts.

*Outcomes:*

Students will understand the theoretical basis, methods, and techniques needed for effective teaching in bilingual bicultural classrooms and will be able to develop materials to put bilingual theory and methods into practice

**CIEP M78 Methods/Materials Teaching English as a Second Language (3 Credit Hours)**

This course is designed as a practical hands-on course that explores best practice in teaching in English with linguistic minority students.

*Outcomes:*

Students will learn methods of teaching listening, speaking, reading, and writing in English and methods of integrating the teaching of language and academic content, tailored to meet the needs of individual English Language Learners

**CIEP M80 Materials and Methods for Middle School Math Instruction (1-3 Credit Hours)**

This course provides students with a broad range of instructional materials and activities for teaching standards-based mathematics in the middle school.

*Outcomes:*

Students will be able to teach mathematics in departmentalized programs in the elementary schools, utilizing a wide range of manipulatives and technologies

**CIEP M80L Mtls & Mthds Math Instr Gr 6-8 Lab (0 Credit Hours)**

No course description is available

**CIEP M83 Teaching Science in the Elementary/Middle School (3 Credit Hours)**

This course is designed to help students develop the theoretical background, practical knowledge, and skills essential for successful science teaching at the elementary and middle school levels.

*Outcomes:*

Students will be able to draw connections among instructional planning, implementation, and assessment of student learning through a field experience as well as the practice of instructional skills in peer teaching lessons

**CIEP M83L Advanced Instruction Subject Specific Lab (0 Credit Hours)**

No course description is available

**CIEP M86 Middle School Science Methods (3 Credit Hours)**

This course will be paired with one of the CAS science courses; it emphasizes various advanced Instructional models such as inductive, deductive, inquiry role development, technology integration, and cooperative learning.

*Outcomes:*

Students will be able to understand and practice instructional models to effectively teach ALL students and assess their learning

**CIEP M96 Teaching Theatre in Secondary School (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-THTR303/CIEPM96

**CIEP M99 Methods Teaching Speech Secondary School (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CIEPM99/CMUN308

**CIEP MU1 Student Teaching: Special Education (9 Credit Hours)**

No course description is available

This course satisfies the Engaged Learning requirement.

**CIEP MU2 Practicum (Student Teaching) BD II (8 Credit Hours)**

No course description is available

**CIEP MU3 Student Teaching-Early Childhood (9 Credit Hours)**

No course description is available

**CIEP MU4 Student Teaching in Music (9 Credit Hours)**

No course description is available

**CIEP MU5 Student Teaching: Elementary School (9 Credit Hours)**

This capstone course engages the student in the actual activity of teaching in the elementary school all day, every day, during the semester. Those engaged in student teaching are closely monitored by an experienced cooperating teacher at the school site and supervised by university faculty who have had extensive classroom experience. This course satisfies the Engaged Learning requirement.

*Outcomes:*

Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching

**CIEP MU6 Student Teaching: Secondary School (9 Credit Hours)**

This capstone course engages the student in the actual activity of teaching in the secondary school all day, every day, during the semester. Those engaged in student teaching are closely monitored by an experienced cooperating teacher at the school site and supervised by university faculty who have had extensive classroom experience. This course satisfies the Engaged Learning requirement.

*Outcomes:*

Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching

**CIEP 104 Mathematics for Teachers I (3 Credit Hours)**

This course provides the foundation for teaching standards based mathematics in the elementary school classroom. In this first course, students study geometry, measurement, data analysis and probability and fulfill the civic engagement value of core by tutoring in the Chicago Public Schools.

This course satisfies the Engaged Learning requirement.

*Course equivalencies:* X-CIEP104/MATH147

*Outcomes:*

Students will broaden their understanding of elementary school mathematics instruction and tutor elementary-aged students

**CIEP 105 Mathematics for Teachers II (3 Credit Hours)**

This course provides the foundation for teaching standards based mathematics in the elementary school classroom. In this second course, students study algebra and numbers and operations.

*Course equivalencies:* X-CIEP105/MATH148

*Outcomes:*

Students will broaden their understanding of elementary school mathematics instruction and teach math lessons in middle school classrooms

**CIEP 106 Math for Teachers III-Computer (3 Credit Hours)**

No course description is available

**CIEP 112 Strategies for Learning (1 Credit Hour)**

This course is designed primarily for first and second year students to strengthen their academic skills. This course provides an opportunity for students to evaluate their goals and motivation for studying at Loyola and to develop effective strategies for academic success.

*Course equivalencies:* CIEP 112/UNIV 112

*Outcomes:*

Students will have a clearer view of their goals and the steps and strategies needed for achieving academic success

**CIEP 113 First Year Seminar (1 Credit Hour)**

This one-credit seminar course is open to incoming first-year STEP students only. Students will complete assignments related to personal and academic goals, and strategies for achieving academic success.

*Course equivalencies:* UNIV 113/CIEP 113

**CIEP 113A First Year Seminar I (0 Credit Hours)**

No course description is available

**CIEP 113B First Year Seminar II (1 Credit Hour)**

No course description is available

**CIEP 114 Critical Skills (1 Credit Hour)**

This course will focus on concepts and strategies for academic success and critical thinking. We will explore models for developing skills that will aid in success in educational, career, and personal endeavors.

This course will also focus on learning how to evaluate goals and on motivation for studying at Loyola and how to develop effective strategies for continued academic success. Students will participate in class discussions, class projects, and service projects that are particularly aimed at teaching each student a variety of skills that they will apply to academic areas, the university community, and other critical areas.

Students will study critical thinking, societal pressures, problem solving, and personal issues that may affect college success.

*Outcomes:*

This course will offer students a series of learning support, academic success skills and specialized advising; The skills for academic achievement and life-long learning are covered; Various aspects of transitional and other motivational issues that traditionally impede student success will also be explored; This course will also provide students with a framework where they will be able to set personal goals and develop strategies to succeed

**CIEP 185 Understanding Science for PK-12 Educators (3 Credit Hours)**

The course explores the following questions: What is science? How does it work? Why is it important? What challenges and threats does it face in the 21st century? The course also addresses fundamental principles of topics from the physical sciences and engineering within the context of and for the purpose of extending PK-12 education. Alignment with the respective National Science Teaching Association Standard is as follows NSTA Standard 1: Content Knowledge.

*Outcomes:*

Students who take this course will understand the nature of scientific knowledge; engage in scientific and engineering practices in order to enhance their knowledge and understanding of the natural world and of foundational concepts within the physical sciences and engineering disciplines; make meaningful connections within and between science disciplines; articulate core challenges and threats to science in the 21st century; develop critical thinking and reasoning skills; develop strategies to promote science acceptance and confront mis- and disinformation and science denial; and develop strategies to promote equity and inclusion within science and science education

**CIEP 201 Seminar in Teaching I (0-1 Credit Hours)**

The purpose of the Seminar in Teaching 1 is to provide a mechanism for the development of a learning community composed of teacher candidates and teacher educators. Teacher candidates enroll as freshmen and meet formally, as a cohort, four times during each semester throughout their senior year. The seminar serves to prepare future teachers through a mentoring process by connecting teacher candidates with each other and with the university faculty and 2 professional teacher practitioners through shared learning experiences, which include opportunities to observe and reflect on model teaching strategies. The Seminar in Teaching 1 focuses on the development of critical thinking and problem-solving skills that define the teacher in both urban and suburban classrooms. Academic advising sessions will be scheduled to monitor academic progress and to encourage professional development.

**CIEP 202 Seminar in Teaching II (1 Credit Hour)**

This seminar along with 201, 203, 204 prepares future teachers by offering a monitoring process that connects teacher candidates to each other and with university faculty and professional teacher practitioners through shared learning experiences. Freshman has taken educational psychology in this cohort, which meets weekly throughout the semester. As a cohort, they discuss and relate their own cultural education and backgrounds to understand how beliefs and experiences influence decision-making or educations and how these experiences impact teaching careers. Teacher candidates experience various teaching strategies, address current and historical educational issues, and reflect on modeling skills. Development of critical thinking and problem solving skills revolve around curriculum issues such as beliefs and philosophies, historical events that have helped to shape our current educational system, schools in society, current social problems and how schools are addressing these issues, partnerships in the school arena, and state and federal regulations. Discussion based on outside work will be part of the course agenda. Various technologies will be used to assist candidates during the course.

**CIEP 203 Seminar in Teaching III (1 Credit Hour)**

The purpose of the Seminar in Teaching III is to provide a mechanism for the development of a learning community composed of teacher candidates and teacher educators. This seminar was specifically designed for transfer students to assist with their transition into the Teachers for the 21st (T21C) program. The seminar also serves to prepare future teachers through a mentoring process by connecting teacher candidates with each other, with the university faculty, and with the professional teacher practitioners through shared learning experiences that include opportunities to work with students and teachers in Chicago Public Schools.

**CIEP 204 Seminar in Teaching IV (1 Credit Hour)**

The Seminar in Teaching IV continues an exploration of the challenges and rewards of teaching. The purpose of the Seminar in Teaching IV is to provide an on-going mechanism for the development of a learning community composed of teacher candidates and teacher educators. Teacher candidates meet formally, as a cohort, four times during each semester throughout the teacher preparation program. The seminar serves to prepare future teachers through a mentoring process by connecting teacher candidates with each other and with university faculty and professional teacher practitioners through shared learning experiences.

**CIEP 206 Children's Literature (3 Credit Hours)**

This course is designed to explore the genres of children's literature. Coursework involves reading and responding to various genre and engaging in professional book discussions to learn key strategies for teaching.

*Course equivalencies:* X-CIEP206/ENGL206

*Outcomes:*

Students will read and respond to multiple texts written for the adolescent reader, design instructional strategies to encourage reader response in classroom settings, and create a thematic literature-based teaching unit

**CIEP 210 Early Childhood Development: Typical and Atypical (3 Credit Hours)**

This course provides a framework for studying the process of human development and explores the physical, cognitive, social, and emotional development of children birth through age eight.

*Outcomes:*

Candidates learn milestones in each area of development in the first eight years of life and learn to recognize typical and atypical development in young children

**CIEP 211 Introduction to the Profession: Early Childhood/Special Education (3 Credit Hours)**

In this course, candidates will investigate the profession of early childhood special education, including a historical overview of early education, a review of theoretical program models and types of early childhood programs, discussion of available community resources, professional organizations, and exploration of contemporary trends and issues in programs for children with special needs ages birth to eight.

*Outcomes:*

Candidates will interpret and analyze trends in early care and education, including diversity, early intervention and special education legislation, public policy, and educationally appropriate practice

**CIEP 229 Introductions of Educational Psychology (3 Credit Hours)**

Students will learn basic to apply psychological principles in varied instructional settings, including theories of learning and development.

*Outcomes:*

Students will demonstrate an understanding of basic educational psychological principles and their application to learning and instruction in the classroom

**CIEP 260 Interdisciplinary Wrkshp: Sqnc Two-Intro Responsive & Inclusive Classrooms (1-4 Credit Hours)**

The modules in Sequence Two explore how the school is itself a community and how the organization and environment of a school influence student learning. exploration of the local communities that schools are situated in. This course builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy; deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments; builds on candidates' initial explorations of learning and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning. The sequence addresses TLLSC Enduring Understandings 1, 3, 7, and 9.

*Outcomes:*

TLSC 140: Teaching, Learning and Leading for Social Justice: This module builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy; TLSC 150: Constructive Learning Environments for Diverse Students: This module deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments; TLSC 160: Analyzing Culturally Responsive Classroom Instruction: This module builds on candidates' initial explorations of learning and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning

**CIEP 261 Computer Application to Education I (1 Credit Hour)**

No course description is available

**CIEP 290 Fact, Fiction, or Somewhere In Between? (3 Credit Hours)**

The course investigates misconceptions about science, math, humanities, and social sciences through the lens of learners; varied social identities, prior knowledge and lived experiences, and research about how people learn. Students will identify misconceptions commonly learned in K-12 classes, reflect on how those misconceptions may shape ones; current understandings, and explore approaches for uncovering and confronting misconceptions and false beliefs in productive ways. - Effective instruction is guided by research-based principles of how people learn - Student learning is facilitated through effective instruction and assessment - Instruction that promotes intellectual virtues including open-mindedness and intellectual humility, courage, and diligence can help prepare students to better resist misinformation and also promote empathy, caring, and responsibility

*Outcomes:*

Students who take this course will understand that: - Misconceptions are derived from a variety of sources including information environments, prior experiences, peers, culture, language, teachers; explanations, and instructional materials and are often resistant to change

**CIEP 304 History of Math for Teachers (3 Credit Hours)**

No course description is available

**CIEP 305 Reading Teacher Practicum (3 Credit Hours)**

This course is the culminating experience in the reading teacher endorsement minor.

**CIEP 311 Seminar in Teaching V (1 Credit Hour)**

No course description is available

**CIEP 312 Seminar in Teaching VI (1 Credit Hour)**

The purpose of the Seminar in Teaching is to provide a mechanism for the development of a learning community composed of teacher candidates. The Seminar will provide an opportunity for teacher candidates to acquire a foundational knowledge base focusing on the tenets of good teaching and effective teaching strategies. Teacher candidates will also have the opportunity to reflect on their personal philosophies and beliefs about teaching, learning, and expectations about the students they will encounter. The Seminar serves to prepare future teachers through a mentoring process by connecting teacher candidates with each other and with the university faculty and professional teacher practitioners through shared learning experiences, which include opportunities to observe and reflect on model teaching strategies and to explore research-based concepts that focus on helping students to become successful in their academic, personal, and social lives. The Seminar in Teaching focuses on the development of critical thinking and problem-solving skills that define the teacher in both urban and suburban classrooms.

**CIEP 313 Seminar in Teaching VII (1 Credit Hour)**

No course description is available

**CIEP 314 Seminar in Teaching VIII (1 Credit Hour)**

The purpose of the Seminar in Teaching VIII is to provide a mechanism for the development of a learning community composed of teacher candidates. This course provides an opportunity for teacher candidates to refine and further develop a foundational knowledge base focusing on the tenets of good teaching and effective teaching strategies. Teacher candidates will also have the opportunity to reflect and refine their personal philosophies and beliefs about teaching, learning, and expectations about the students they will encounter. The Seminar serves to prepare future teachers by connecting teacher candidates with each other and with the university faculty and professional teacher practitioners through shared learning experiences. Teacher candidates will be encouraged to grow professionally through membership and participation in professional meetings and conferences.

**CIEP 315 Language Development and Literacy (3 Credit Hours)**

This course develops candidates' understanding of typical and atypical language development and principles that govern the process.

*Outcomes:*

Candidates learn how quality children's literature in early childhood programs can be used to maximize language and literacy development through authentic group experiences and activities

**CIEP 327 Teaching English Language Arts in the Middle Grades (3 Credit Hours)**

This course is based on the fundamental beliefs that people learn to write by writing; writing is a process; writing is a tool for thinking, and that writing is a social process. Candidates will be introduced to research based strategies, design effective writing lessons, develop a philosophy of teaching writing based on best practices, and recognize elements of valid writing assessment.

*Outcomes:*

Teacher candidates will recognize the significance of their role as writing models and will recognize and create connections to literacy instruction across the curriculum; Teacher candidates will become familiar with developmental issues related to learning to write across grades K-12, and issues related to struggling writers and students with culturally and linguistically diverse backgrounds

**CIEP 328 Assessment and Diagnosis of Reading Problems (3 Credit Hours)**

This assessment and diagnosis course provides the foundation knowledge and experiences in reading assessment and diagnosis that would be necessary for elementary or secondary classroom reading teachers.

*Outcomes:*

Reading teachers will recognize that reading is an active and complex process that involves skills, strategies, prior knowledge and purposes for reading within a goal-oriented process

**CIEP 329 Materials, Resources, & Strategies for Reading Teacher (3 Credit Hours)**

The purpose of this course is to provide teacher candidates in the reading teacher endorsement minor with an in depth knowledge and understanding of materials, resources, and strategies available to teachers whose primary teaching responsibility is the teaching of literacy.

**CIEP 330 Typical and Atypical Development (3 Credit Hours)**

The purpose of this course is to study the stages of psychological and cognitive development in children and adolescents with special attention to the similarities and differences among individuals with and without disabilities.

*Outcomes:*

Students will use their knowledge of typical/atypical development to design lessons, arrange learning environments, and select instructional strategies to promote their students' learning and social/emotional development

**CIEP 332 School Wide Applications (3 Credit Hours)**

This course focuses on the needs of a school as it develops and implements a LRE plan. It examines the planning involved in the development of comprehensive, school wide positive behavior support programs, the application of universal design to curriculum development, and the on-going evaluation of progress made by students for whom intervention is needed Outcome: Students will develop and school-wide behavior support plan.

*Course equivalencies:* CIEP 341 / CIEP 331 / CIEP 332

**CIEP 333 Education of The Urban Child (3 Credit Hours)**

No course description is available

*Interdisciplinary Option:* African Studies and the African Diaspora

*Course equivalencies:* X-CIEP333/BWS 333

**CIEP 334 Child, Family & Community (3 Credit Hours)**

No course description is available

**CIEP 336 Child Development and Implications for Education (3 Credit Hours)**

Survey of theory and research relevant to the cognitive, emotional and social development of children.

**CIEP 337 Assessment of Infants and Preschool Children (3 Credit Hours)**

The purpose of this course is to provide an overview of assessment practices for young children and their families.

*Outcomes:*

Candidates will become familiar with developmental screening, diagnostic evaluations, play-based assessment, curriculum/criterion-referenced assessments (including work sampling and portfolios), and ecological assessment of social and family contexts

**CIEP 338 Theories of Learning (3 Credit Hours)**

The purpose of this course is to investigate the factors that influence how students access, process, store, retrieve, and make use of experiences to (1) increase their understanding of academic content; (2) establish appropriate personal-social interactions; and (3) make transitions into the broader community.

*Outcomes:*

Students will apply theory strengthened by documented research findings to (1) design lesson plans consistent with the students' developmental levels and ways of knowing (learning styles) and (2) develop strategies to assess students' learning

**CIEP 339 The Exceptional Child (3 Credit Hours)**

This course is an introduction to the concept of exceptionality dealing with the educational implications of atypical child growth and development. Focus is given to the psychology and teaching of culturally diverse and atypical children including those with learning disorders.

*Outcomes:*

Students will have an increased understanding and demonstrate skills in: the connection between civil-rights issues and people with exceptionalities, and where the field of education has been, is now, and is going with regard to providing supports for people with special needs, their teachers, and family members

**CIEP 340 Professional Applications in Special Education (3 Credit Hours)**

This course will introduce candidates to research-based, hands-on teaching and learning tools to be implemented in the classroom. Designed to be taken during the special education student teaching experience, candidates will create appropriate learning tools to meet students' abilities and needs. Course

*Outcomes:*

Candidates will 1) develop competencies in the collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum as well as educational and alternative settings; 2) reflect on their own practice to improve instruction and guide professional growth

**CIEP 342 Transition Planning (3 Credit Hours)**

The purpose of this course is to provide a background for transition education services-from childhood to adulthood- for individuals with disabilities. Students will look at legal mandates for transition planning and service provision, as well as how the People First movement has led to changes in our thinking and talking about people with disabilities and the specific challenges faced by adolescents with disabilities as they transition to adulthood. Students will examine instructional strategies for teaching functional, occupational, and career identification skills in The purpose of this course is to provide a background for transition education services-from childhood to adulthood- for individuals with disabilities. Students will look at legal mandates for transition planning and service provision, as well as how the People First movement has led to changes in our thinking and talking about people with disabilities and the specific challenges faced by adolescents with disabilities as they transition to adulthood. Students will examine instructional strategies for teaching functional, occupational, and career identification skills in secondary school and community settings. Current perspectives on self-determination and quality of life issues as they relate to individuals transitioning to adulthood will be introduced.

**CIEP 343 Adaptive and Assistive Technology (3 Credit Hours)**

In this course, students will learn how to make all physical and virtual aspects of school fully accessible for their students, other faculty, and family members. They will have hands-on experience with a wide range of assistive and adaptive technologies (low, medium, and high tech) and become familiar with the A/A terminology and the most recent legislation related to AAT.

*Outcomes:*

Students will be able to integrate AAT into assessment plans, the IEP process, lesson planning and review, and daily classroom routines; Keeping in mind the specific characteristics of individual students, they will choose and then make use of appropriate technology to accomplish specific instructional/academic, physical, and social/emotional objectives

**CIEP 350 Adolescent Literature (3 Credit Hours)**

This course introduces the languages arts education student to the relevance and need for incorporating adolescent literature in the middle/secondary classroom and to the development and strengthening of literacy.

*Outcomes:*

Students will have broad and detailed understanding of the realities and intellectual context of middle/secondary language arts education and the role of adolescent literature within this context

**CIEP 351 Curriculum and Teaching in the Middle School (3 Credit Hours)**

The purpose of the course is to help students construct a conceptual framework within which they can effectively respond to the needs of middle school students.

*Course equivalencies:* X - CIEP 351 / CIEP 455

*Outcomes:*

Students will learn the middle level philosophy and will examine how those beliefs and values affect both teaching and learning



**CIEP 354 Classroom Management (3 Credit Hours)**

This course is designed to help teachers develop a classroom environment conducive to quality instruction and optimal student learning by helping them establish classroom procedures, rules, and consequences; teach the social skills; unite the student teams; and solve behavior problems.

*Outcomes:*

Students will learn ways to take proactive steps to prevent many discipline problems before they happen as well as ways they can address those problems quickly and effectively when they do occur

**CIEP 359 Teaching Reading (3 Credit Hours)**

This course introduces the student to the teaching and learning processes associated with balanced literacy instruction in the elementary school. Developmental stages of learning to read and write, interactive teaching methods and materials are the focus of this course.

*Outcomes:*

Students will be able to make informed decisions regarding literacy instruction; They will be able to apply curriculum knowledge and instructional strategies in the development and teaching of literacy lessons

**CIEP 359L Teaching Reading-Elementary Lab (0 Credit Hours)**

No course description is available

**CIEP 360 Interdisciplinary Workshop: Culture & Identity TLSC 140/150/160 Rome, Italy (3 Credit Hours)**

The modules in Sequence 2 explore how the school is itself a community and how the organization and environment of a school influence student learning. This sequence builds off of Sequence 1's exploration of the local communities that schools are situated in. The sequence addresses TLLSC Enduring Understandings 1, 3, 7, and 9.

*Outcomes:*

TLSC 140: Teaching, Learning and Leading for Social Justice: This module builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy; TLSC 150: Constructive Learning Environments for Diverse Students: This module deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments; TLSC 160: Analyzing Culturally Responsive Classroom Instruction: This module builds on candidates' initial explorations of learning and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning

**CIEP 361 Computer Application to Education II (2 Credit Hours)**

In this course students will become familiar with concept mapping techniques, constructing web quests, and organizing classroom gradebooks and records. The purpose of these activities is to prepare students to meet the nine technology standards mandated by the Illinois content standards for teaching.

**CIEP 362 Literacy Instruction in the Content Area (3 Credit Hours)**

This course emphasizes reading and writing instruction as it applies to the subject areas taught in most elementary and secondary schools.

*Outcomes:*

Students will be able to plan lessons, create materials, and integrate the teaching of reading/writing in content areas (language arts, mathematics, science, social studies)

**CIEP 362L Reading & Writing Content Areas Lab (0 Credit Hours)**

No course description is available

**CIEP 363 Workshop in the Individualization of Instruction (3 Credit Hours)**

A workshop designed to assist elementary and secondary teachers, supervisors and administrators to implement instruction based on individual differences in learning styles and abilities.

*Outcomes:*

Individualized based on student's instructional needs

**CIEP 364 Classroom Assessment (2 Credit Hours)**

This course is designed to prepare teacher students to address the assessment and evaluation of student progress towards meeting targeted objectives, competencies, goals and standards.

*Outcomes:*

Students will be able to provide an accurate report of student achievement

**CIEP 365 Health/Fitness Education (2 Credit Hours)**

Through course readings, discussions, and assignments, issues related to health education in K-8, ideas and resources associated with maintaining a healthy lifestyle will be explored. The importance of nutrition and exercise as part of wellness and prevention of disease in the K-8 student locally & globally will frame course topics.

*Outcomes:*

Candidates will be able to: 1) demonstrate an understanding of human body systems and the importance of nutrition and exercise as part of wellness and prevention of disease; 2) Reflect on their roles as citizens in local and global societies, in health and wellness interactions and in advocacy roles involving health promotion for children

**CIEP 366 Special Topic Seminar (3 Credit Hours)**

This course is a seminar for Special Topics for SOE undergraduate students. This seminar will allow SOE to pilot newly developed and approved courses. This seminar will be used by SOE - ADSU, TL, and SPSY - programs covering various educational subjects and interdisciplinary topics.

*Outcomes:*

Seminar outcomes will be specific to the topic and program

**CIEP 375 Theoretical Foundations of Teaching English ELL and Bilingual (3 Credit Hours)**

This course is designed to introduce students to an understanding of the historical, political, philosophical, socioeconomic, and educational issues that led to the formation of ESL/BE (English as a Second Language/ Bilingual Education) educational policies, programs, and services for culturally diverse populations.

*Outcomes:*

Students will understand aspects of language learning and acquisition theories as they pertain to ESL/BE as well as contemporary issues in linguistic and cultural revitalization through bilingual education; Students will discuss current state and national educational legislation that impacts English Language Learners

**CIEP 376 Assessment of ELLs (3 Credit Hours)**

This course is designed to focus on recent developments and trends in the assessment of first and second language learning and content area learning for English Language Learners.

*Outcomes:*

Students will be able to use, analyze, and evaluate assessments in current use in K-9 schools systems with an emphasis on the use of assessment in planning instruction

**CIEP 390 Field Study in Education (3 Credit Hours)**

This course provides an opportunity to work with a small group of 8th graders from underserved Chicago public schools to improve their math achievement.

This course satisfies the Engaged Learning requirement.

**CIEP 398 Independent Study (1-3 Credit Hours)**

The student and a sponsoring faculty member will determine an advanced topic for the student to work on. Independent study of selected topics in Education under the supervision of a faculty member.

**CIEP 400 Fundamentals of Research: Special Education (3 Credit Hours)**

No course description is available

**CIEP 401 The Exceptional Child (3 Credit Hours)**

This course is designed to provide a psychological and educational examination of exceptionality as related to school-age children and youth.

*Outcomes:*

Students will articulate defining characteristics of a range of disabilities as well as knowledge of a range of educational modifications made for students with special needs

**CIEP 409 Evidence Based Interventions (3 Credit Hours)**

This course is designed to provide students with an introduction to evidence-based interventions used in school psychological service delivery. Course content includes definitions of evidence-based interventions, process for identifying evidence-based interventions in school psychology, and a review of well-established evidence-based academic and behavioral interventions used in school based settings. Restricted to EDS students.

*Outcomes:*

Upon completion of the course, students will be able to: Define "evidence-based intervention" and differentiate this concept from similar concepts (eg, empirically-supported intervention, evidence-based practice, etc); Identify organizational websites that collect, evaluate, and disseminate evidence-based academic and behavioral interventions for children and adolescents that can be used in school-based settings (eg, What Works Clearinghouse, Doing What Works, Johns Hopkins Best Evidence Encyclopedia, and SAMHSA's National Registry of Evidence-Based Programs and Policies); Interpret the foundational criteria that are used to evaluate the quality of research to determine the strength of an intervention's evidence; Identify several well-established academic and behavioral evidence-based interventions for children and adolescents in school-based settings; Understand the strengths and limitations of developing and implementing evidence-based interventions with minority populations

**CIEP 410 Legal Issues - Educating Exceptional Children (3 Credit Hours)**

Legal issues relevant to the education of persons with disabilities are examined.

*Outcomes:*

Students will demonstrate and understanding of legal issues that pertain to students with disabilities as well as other relevant case law in education

**CIEP 411 Inquiry Based Science Teaching (3 Credit Hours)**

This course examines the theoretical background, practical knowledge, and skills essential for successful inquiry teaching. Candidates will be introduced to the teaching and learning about inquiry. Candidates will also be provided with opportunities to practice inquiry skills in peer teaching lessons. Focus will also be on inquiry in the curriculum and assessment of student learning. This course will also focus on the research findings about the teaching and learning of scientific inquiry in the middle and high school grades.

*Outcomes:*

Use his/her understanding of scientific inquiry as a guiding framework for the development of classroom demonstrations, laboratory activities, and instructional materials

**CIEP 412 Special Topics in Special Education (3 Credit Hours)**

Seminar in Special Topics in Special Education. Topics will vary from term to term.

**CIEP 413 Psychopathology & School Mental Health (3 Credit Hours)**

Enrollment is limited to Graduate Students in the School Psychology Program The purpose of this course is to develop a working knowledge of childhood/adolescent psychopathology from multiple theoretical perspectives. The interactions of individuals, families, communities, schools and mental health providers in either etiology and/or treatment planning will be considered.

*Outcomes:*

Students will gain knowledge of child/adolescent psychopathology in terms of diagnosis, prevention and intervention

**CIEP 414 Instructional Methods-Diverse Population (3 Credit Hours)**

This course provides an analysis of and experimentation with various instructional strategies. Students learn how to develop strategies that are appropriate for their content area(s) and meet the needs of diverse learners.

*Outcomes:*

Students will design curriculum, practice instructional strategies, develop assessment tools, and examine school and community relationships for diverse settings

**CIEP 414L Instructional Strategies Lab (0 Credit Hours)**

No course description is available

**CIEP 415 Models of Instruction (3 Credit Hours)**

This graduate course provides an analysis of and experimentation with various instructional strategies. Students learn how to develop strategies that are appropriate for their content area(s) and meet the needs of diverse learners.

*Outcomes:*

Students will design curriculum, practice instructional strategies, develop assessment tools, and examine school and community relationships for diverse settings

**CIEP 416 SPED Administrator: Assessment of Atypical Child (3 Credit Hours)**

This course is an introductory course in assessment principles and practices. It is designed to provide students obtaining certification as an administrator the foundation to understand the proper uses of assessment and data. Students will acquire a broad introduction to the topic of assessment. The introduction covers the knowledge of assessment principles and practices. This course will provide students the foundation to understand and discern the proper uses of assessment and data to make individual decisions and broad organizational decisions.

**CIEP 417 Scientifically Based Research (3 Credit Hours)**

No course description is available

**CIEP 420 Multivariate Aspects of Research (3 Credit Hours)**

No course description is available

**CIEP 421 Reading Literacy Instruction-Elementary (3 Credit Hours)**

This course focuses on the theoretical and practical applications of teaching reading to diverse populations in the elementary school. Emphasis will be on children's literature and research-based teaching strategies that are effective in developing literacy within a literate classroom environment.

*Outcomes:*

Students will be able to make informed decisions regarding the appropriate children's literature, materials, and instructional approaches to implement in elementary school literacy classrooms

**CIEP 422 Assessing Literacy (3 Credit Hours)**

This course emphasizes a wide range of assessment tools and practices that can be used to plan and evaluate effective reading instruction. Assessments may range from standardized tests to informal assessments and also include technology-based assessments.

*Outcomes:*

Students will be able to compare and contrast, use, interpret, and recommend appropriate assessment tools and practices to meet the needs of students in the literacy classroom

**CIEP 423 Advanced Literacy Instruction in the Content Area (3 Credit Hours)**

This course focuses on the theoretical foundations of content instruction in the context of reading and writing to learn in the content areas. Current research on reading, writing, and thinking as well as topical issues related to teaching practices and state and professional guidelines and standards will be examined.

*Outcomes:*

Students will develop a knowledge base of current reading/writing/thinking theories which can be applied to the teaching of content areas in either elementary or secondary classrooms

**CIEP 424 Assessment, Diagnosis, and Evaluation in Reading (3 Credit Hours)**

This course provides the research and practical applications of literacy assessment instruments to assess, diagnose, plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds. Emphasis is on the communication of results of assessments to stakeholders.

*Outcomes:*

Students will be able to competently assess and diagnose the reading/literacy abilities of students experiencing some difficulties and provide and communicate a plan for effective instruction

**CIEP 425 Theory and Practice in Assessment (3 Credit Hours)**

This course addresses the purposes, methods, creation, and uses of assessments in a variety of learning contexts (e.g., classrooms, informal learning settings, workplace settings). The course will examine multiple assessment practices (e.g., testing, performance based, self-assessment, work based assessment). The course will also provide an introduction to the psychometrics of assessment.

*Outcomes:*

Candidates will be able to describe and explain the purposes, theories, and components of various assessment practices; Develop a variety of assessment practices to evaluate learning outcomes across different learning contexts; describe and explain the foundational aspects of psychometrics as it relates to assessment

**CIEP 426 Analysis of Reading Materials (3 Credit Hours)**

This course is designed to introduce the materials which are available for developmental, corrective and remedial literacy instruction with particular emphasis on the selection of appropriate materials to meet specific instructional needs.

*Outcomes:*

Students will be able to select materials that match the reading levels, interests, and cultural and linguistic background of their students

**CIEP 428 Seminar: Development/Administration of Reading Program (3 Credit Hours)**

This is an advanced course for reading professionals and administrators to study, discuss, and evaluate the most effective reading programs. Emphasis is on the developmental processes that support effective programs as well as the guidelines that administrators can implement to encourage best practice in literacy classrooms.

*Outcomes:*

Students will design a reading program that meets the needs of the students in a school setting

**CIEP 429 Teaching Child and Adult Literature (3 Credit Hours)**

This course introduces the English/language arts education student and the reading specialist student to the relevance and need for incorporating children's and young adult literature in the classroom and to the development and strengthening of literacy.

*Outcomes:*

Students will be knowledgeable about a wide range of children's and young adult literature to use in reading instruction for learners at different stages of reading development and from different cultural and linguistic backgrounds

**CIEP 430 Practicum: Reading Disabilities (3 Credit Hours)**

The focus of this course will be on the effective implementation of a school's literacy and reading improvement research action plan. Emphasis will be placed on the implementation of effective teaching strategies and support systems that will result in the development of literate learners and dynamic learning environments.

*Outcomes:*

Students will diagnose reading difficulties that exist at a school and develop an action plan to address them; Students will apply reading content, methodology, diagnosis and assessment strategies to create an effective plan

**CIEP 431 Three Tier Prevention: Advanced Primary Supports (3 Credit Hours)**

This course focuses on universal preventions, which serve as the first tier of three levels of intervention.

*Outcomes:*

Candidates will learn skills to assist them in (a) identifying and assessing problem behaviors; (b) designing and implementing behavior interventions; (c) designing learning environments that prevent and remediate problem behaviors, and (d) involving key stakeholders to develop agreed upon expectations and strategies to facilitate success for all students

**CIEP 432 Three Tier Prevention: Secondary and Tertiary Supports (3 Credit Hours)**

This course will focus on the use of secondary and tertiary supports/interventions to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.

*Outcomes:*

Candidates will learn skills to assist them in designing and implementing evidenced-based behavior interventions to targeted groups or individuals that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional

**CIEP 433 Self-Determination: Self-Management and Transition Planning (3 Credit Hours)**

This course will focus on increasing student self-determination through the use of behavioral principles to understand and address problems in self-management. In addition, the course will introduce current perspectives on self-determination and quality of life issues as they relate to individuals transitioning through the life-span.

*Outcomes:*

Candidates will learn how to apply behavioral principles to develop and implement an individual self-management plan to reach a particular short-term goal

**CIEP 434 Practicum I: Consultation and Collaboration-School Personnel (3 Credit Hours)**

This course will provide candidates with the opportunity to practice the use of primary supports/interventions to enhance the capacity of schools to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.

*Outcomes:*

Candidates will demonstrate leadership when planning and implementing primary prevention strategies at the school-wide level across all students and will involve appropriate key stakeholders (school personnel, students, families, community members) to develop agreed upon school-wide expectations and strategies to facilitate success for all students

**CIEP 435 Practicum II: Consultation and Collaboration-Family and Community (3 Credit Hours)**

This course will provide candidates with the opportunity to practice the use of secondary and tertiary supports/interventions to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.

*Outcomes:*

Candidates will demonstrate leadership by providing guidance and modeling to school personnel, family, and community member in the use of behavior interventions to improve the quality of life for all children

**CIEP 437 Strategies Teaching Social Studies & Arts (3 Credit Hours)**

This course is designed to help students examine the complex role of the teacher and to understand principles and methods of curriculum, instruction, and evaluation in schools. Class activities are organized within the content areas of social studies and an appreciation for the arts and include lesson planning, teaching models, the roles and responsibilities of teachers, and educational issues which impact the teaching profession.

*Outcomes:*

Students will be able to design an instructional plan, demonstrate effective teaching strategies, and articulate current issues in teaching and learning

**CIEP 438 Math Elementary & Middle School Teacher (3 Credit Hours)**

This course provides the foundation for teaching standards based mathematics in the elementary school classroom. Students study geometry, measurement, data analysis and probability, algebra and number and operations.

*Outcomes:*

Students will broaden their understanding of elementary school mathematics instruction and teach math lessons in elementary school classrooms

**CIEP 439 Teaching Science in Elementary & Middle Schools (3 Credit Hours)**

This course is designed to help teacher students develop the theoretical background, practical knowledge, and skills essential for successful science teaching.

*Outcomes:*

Students will understand and practice instructional models to effectively teach science to ALL students and assess their learning

**CIEP 440 Critical Investigations in the Field of Curriculum (3 Credit Hours)**

This course critically examines the foundations of curriculum from a critical lens on the field of curriculum. Students study controversial curriculum issues across schools and communities drawing from curriculum theory and policy in lived and specific historical contexts. It starts with the discussion of the history of the field, multiple definitions of curriculum, paradigms, and philosophies and then moves on to wonder about the prospects for the future. Students examine a broad range of historical documents and theoretical essays as they consider essential curriculum questions both in schools and communities.

*Outcomes:*

This course will educate students in historical and philosophical curriculum inquiry across schools and communities; Students explore curriculum issues in real and particular historical, philosophical contexts and apply them to contemporary curriculum discourses

**CIEP 442 Culturally Sustainable Curriculum Development & Implementation (3 Credit Hours)**

This course provides the basis for curriculum development and implementation in schools or other professional learning settings. Students will learn theories and practices of developing curriculum based on culturally responsive and sustainable frameworks and practice how to apply these principles in curriculum development. Students will design and implement social justice-oriented curriculum for schools and/or professional settings.

*Outcomes:*

Students will understand key curriculum development frameworks that integrate culturally sustainable pedagogy

**CIEP 443 Evidence-Based Practices in Mathematics and Science Teaching (3 Credit Hours)**

This course examines a variety of current theories and recent literature on Evidence-Based Practices in teaching and learning, while best practices will be discussed, analyzed, applied, compared and critiqued. Through a critical examination and analysis of the literature, candidates will learn how to implement best practices that focus on the developmental needs of young adolescents and provide them with effective educational instruction.

*Outcomes:*

Candidates will become researchers of their own practice and instructional content, which will lead them to become positive change agents for their own classrooms, and by extension, for the larger school community

**CIEP 444 Social Justice, Service, Quality (3 Credit Hours)**

No course description is available

**CIEP 446 Middle School Theory and Practice (3 Credit Hours)**

This course focuses on middle level philosophy and structure; student development and diversity; curriculum, instruction, assessment, and planning for the middle school classroom; and the creation of a positive learning environment for the graduate student in teacher certification.

*Outcomes:*

Students will develop knowledge of middle level philosophy as it applies to education, examine how these beliefs and values affect both teaching and learning, participate in observation studies and research analysis with early adolescents, and design a simulated interdisciplinary thematic unit based on the above understandings

**CIEP 447 Technology Enhanced Instruction & Online Teaching (3 Credit Hours)**

This course presents the practices for using technology as a tool for instruction and learning. This includes the integration of technology into classrooms and organizations for instructional and learning purposes, the development of digital learning (e.g., videos, webinars, reusable learning objects), practices for online instruction and use of Learning Content Management Systems (LCMSs)

*Course equivalencies:* CIEP492/CIEP447

*Outcomes:*

Candidates utilize technology as a tool to promote learning outcomes; The candidates will learn to practice using various forms of technology enhanced instruction (eg videos, webinars, reusable learning objects); Candidates will also utilize effective practices for online instruction and use of learning content management systems

**CIEP 448 Technology Enhanced Instruction II (3 Credit Hours)**

This course presents models for instructionally sound use of various technologies including computer technology for K-12 settings. (Part II)

*Outcomes:*

The student will develop an instructional program based on local, State, and national standards for the use of computers and other associated learning technologies, integrating these plans across subject and content areas

**CIEP 449 Practicum: School Technology (3 Credit Hours)**

This course is designed to provide the opportunity for students to apply their knowledge and skills in instructional design, technology development, technology planning, evaluation, and professional development within a K-12 environment. Learners participate in monthly sessions with the practicum director and are required to contribute to the threaded discussion designed for this practicum.

*Outcomes:*

Learners will be able to work as a consultant within a school setting to provide a variety of support to administrators in developing a technology plan; Learners will be able to work as a consultant within a school setting to provide a variety of support to administrators in developing a technology plan; Learner will be able to provide professional development workshops to increase the technology knowledge and skills of teachers, staff and administrators

**CIEP 450 Educational Psychology (3 Credit Hours)**

The psychological bases of educational theories and practices related to human learning, development and psychological research are studied and critically examined.

*Outcomes:*

Students will demonstrate knowledge of leading learning theories, human development and assessment of learning as it pertains to evidence-based instruction and practice

**CIEP 451 Psychology of Learning (3 Credit Hours)**

The dual study of theory and research in human learning is presented, with an emphasis on behavioral and cognitive science models, as well as memory and retrieval systems.

*Outcomes:*

Students will demonstrate knowledge of validated learning theories in the behavioral and cognitive science domains

**CIEP 452 Literacy Theory and Foundations (3 Credit Hours)**

This is an advanced course in literacy research and theory, providing historical, cognitive, cultural, and technological foundations for teaching reading and related communication systems in elementary, middle, and secondary schools, and to adult populations of developing readers. The purpose of this course is to acquaint students with the most current research and theory that underlie best practices in literacy education.

*Outcomes:*

Students will be able to explain, compare, contrast, and critique the major theories and research related to the psychological, sociological, and linguistic foundations of reading and writing processes and instruction

**CIEP 453 Emergent Literacy (3 Credit Hours)**

This course focuses on the most current understanding of young children's literacy acquisition and development and on the best instructional strategies for teaching young children to read and write successfully.

*Outcomes:*

Students will be able to apply their understanding of current literacy acquisition research to make appropriate instructional decisions when teaching young children to read and write

**CIEP 454 Writing as Literacy (3 Credit Hours)**

This course introduces the concept of writing as literacy. It is designed to acquaint students with the most current understanding of writing in a variety of expressive and informative genres.

*Outcomes:*

Students will demonstrate an understanding of the idea of writers who can then be teachers of writing

**CIEP 455 Advanced Curriculum & Teaching in the Middle School (3 Credit Hours)**

This graduate level course examines middle school (MS) education (grades 6-8), emphasizing the need to respond in appropriate educational ways to the developmental characteristics of diverse young adolescents (ages 10-14).

*Course equivalencies:* X - CIEP 351 / CIEP 455

*Outcomes:*

Effective middle school teacher candidates understand the needs of their students and attend to the development of the whole child, including social and emotional learning; Effective middle school teacher candidates will understand the importance of culturally sustaining teaching; Candidates understand middle school philosophy outlines key components of culture, community, and curriculum that are needed in effective middle schools teaching; Candidates understand effective instruction for middle school students is responsive to their developmental needs and growing cognitive abilities

**CIEP 456 Leadership in Reading/Professional Development (3 Credit Hours)**

Leadership and learning center this advanced practicum around opportunities for K-12 reading specialist candidate's professional literacy development and training based on school literacy goals, personal literacy interests, and ways to teach others about complex literacy processes.

*Outcomes:*

Students will be able to plan, implement, and evaluate professional development activities at their grade, school, and/or district level as well as support their own professional development and assist other teachers in identifying, planning, and implementing personal professional development plans

**CIEP 457 Implementation Strategies, Planning, and Practices (3 Credit Hours)**

Implementing innovations in schools, community and business organizations requires individuals to possess the knowledge and skills to work successfully as change agents. This course is a study of the science, theories, models and strategies that can be used across organizational settings to facilitate the implementation of innovative practices.

*Outcomes:*

Students will be able to utilize theories, models and strategies to facilitate the planning and implementation of innovations within organizational settings

**CIEP 458 Classroom Management (3 Credit Hours)**

This course is designed to help teacher candidates develop a classroom learning environment conducive to quality instruction and optimal learning. Topics include: establishing classroom procedures, rules and consequences; teaching social skills; facilitating student teams; and solving behavior problems. Students will design a classroom environment that encourages learning.

*Outcomes:*

Students will be able to demonstrate a variety of classroom management strategies appropriate to the needs of the students

**CIEP 461 Practicum in School Psychology I (3 Credit Hours)**

This pre-internship, field-based course deals with supervised experience in assessments, interventions, counseling, and consultation.

*Outcomes:*

Students will demonstrate initial proficiency in individualized behavioral, academic, learning assessments, interventions, counseling and consultation under supervision

**CIEP 462 Ethics and Professional School Psychology (3 Credit Hours)**

Enrollment is limited to Graduate Students in the School Psychology program. The course focuses on the professional, legal, and societal context in which school psychology practice takes place and the major functions and competencies of school psychologists.

*Outcomes:*

The expected outcomes of the course are an enhanced understanding of the roles and functions of school psychologists and models of service delivery

**CIEP 463 Practicum Schl Psychology II (3 Credit Hours)**

This pre-internship, field-based course deals with supervised experience in assessments, interventions, counseling, and consultation.

*Outcomes:*

Students will demonstrate initial proficiency in individualized behavioral, academic, learning assessments, interventions, counseling and consultation under supervision

**CIEP 466 School Psychology Special Topics (3 Credit Hours)**

This course is designed to provide students with the information on constructing a school-based, action-research project that addresses a problem of practice within a school system. Students will learn the fundamentals of defining a problem of practice in a school setting, developing a robust literature review, designing an evidence-based implementation plan to address the problem of practice, and designing data organization tools to evaluate the implementation plan. While much of the information provided can be used to develop any kind of action research or systems change project, there will be a focus on developing the Capstone Project. Through this course you will learn skills to address problems in schools and districts, as well as address the requirements for the Capstone. Students will receive primary assistance on their own Capstone Project with their project chair.

**CIEP 469 Issues that Shape Teaching and Learning in Urban Schools and Communities (3 Credit Hours)**

This course examines the social, economic, political, cultural and historical factors that impact communities and shape teaching and learning in urban settings. A field experience with a local community organization working on an educational initiative will provide students with the opportunity to participate in, research, and develop understandings around the relationship among organizations, communities, and schools.

*Outcomes:*

Students will be able to demonstrate a complex understanding of issues that face urban schools, their relationship to local communities and the educational resources that can be generated by partnerships between schools and communities

**CIEP 470 Principles of Instructional Design (3 Credit Hours)**

Through the development of an instructional product candidates will engage in the activities associated with each step of the ADDIE process. Emphasis is placed on a cognitive model of learning; however, other models/theories of learning may be applied. In addition candidates will use theories of instructional motivation, principles of instruction as well as instructional strategies relevant to the type of knowledge and cognitive domain level of their product to in order to enhance learning. Analysis, Design, Development, Implementation, Evaluation (ADDIE) process to develop an instructional product.

*Outcomes:*

Candidates will use the steps involved in systematic instructional design process

**CIEP 471 Theoretical Foundations of ESL-Bilingual Education (3 Credit Hours)**

This course introduces the integral theoretical, historical, political frameworks and ideological constructs that shape the contemporary educational practices for culturally and linguistically diverse students. Content delves into key principles, policies, and practices of language education, including the various models of bilingual education, English as a second language (ESL), English as a foreign language (EFL), and sheltered content instruction. The course builds background of language acquisition theories, key legal precedents, and educational and language policies that influence school programming, assessment, instruction, teaching, and learning.

*Outcomes:*

Participants will explain how students develop and maintain languages, describe the research basis for bilingual education, and demonstrate how various school stakeholders implement language policies and programs with bilingual students

**CIEP 472 Methods and Materials for Teaching ESL/Bilingual Education (3 Credit Hours)**

This course provides a comprehensive framework for teaching bilingual students across a range of educational settings and explores the various theories of language teaching and learning that have been promoted at different times. The content delves into various approaches to teaching in monolingual and bilingual instructional settings, as well as pedagogical strategies to support disciplinary learning, language development, and bilingualism/biliteracy. Course topics include instructional planning and implementation, as well as the selection of culturally, linguistically, and developmentally appropriate materials to enhance instruction, understanding, and achievement.

*Outcomes:*

Participants will design and implement instruction that responds to students' cultural and linguistic backgrounds, supports language development, fosters meaningful interaction with peers, and maintains rigorous expectations for disciplinary learning

**CIEP 473 Instructional Leadership for Multicultural Schools (3 Credit Hours)**

This course focuses on building capacity in schools to promote the learning, development, and achievement of students from diverse linguistic, cultural, and racial backgrounds, particularly framed within the context of a society faced with issues of poverty, discrimination, racism, and sexism. The course probes important topics such as teacher expectations, student identity construction, and utilization of the rich resources that students bring to educational settings from their homes and communities.

*Course equivalencies:* X- CIEP 473/ ELPS 465

*Outcomes:*

Participants will critically analyze their school settings for issues of race, class, culture, language, and gender and then design professional development efforts to promote change with teachers, leaders, families, and communities

**CIEP 474 Assessment of Bilingual Students (3 Credit Hours)**

This course prepares educators to utilize assessment to inform classroom instruction, specifically focused on authentic assessment of language and content. Targeting educators of bilingual students, the course emphasizes theoretical and practical study of instruments and procedures for assessing culturally and linguistically diverse students. Educators collect data and make instructional decisions based on students' abilities in English and other languages, which involves distinguishing between learning exceptionality and second language acquisition.

*Course equivalencies:* X-CIEP474/CIEP526

*Outcomes:*

Participants will design and utilize formal and informal methods of evaluation to assess students' social, emotional, cultural, linguistic, and academic development and achievement, including critical analyses of existing assessment tools for validity, reliability, and bias

**CIEP 475 Curriculum Workshop (1-3 Credit Hours)**

The course is designed to contextualize, introduce and/or deepen the understanding and appropriation of Ignatian/Jesuit Education/Pedagogy for people who are already engaged in it or planning to engage in it. The course is designed as a philosophy of education course emphasizing the philosophical approach and roots of Jesuit Education. The course can also assist people in the field of education that want to know about Ignatian Pedagogy or are looking for ways of recreating their pedagogical practice from the perspective of Jesuit Education. However, the course can also be accommodated to those looking for an applied approach to enrich and improve a specific pedagogical practice. In this case please indicate this intention to the instructor to make the necessary adjustments.

**CIEP 476 Research in the Teaching of Literacy (3 Credit Hours)**

In this course, students will survey recent research in the field of reading theory, reading instruction, and reading strategies, as well as research related to the reader, children's literature, and effective reading programs that will cover the scope of primary, elementary, middle school, and secondary schools levels of instruction.

*Outcomes:*

Students will identify an instructional need within the classroom and develop an action research plan that will address that need

**CIEP 477 Prevention, Assessment & Intervention: Academic (3 Credit Hours)**

Enrollment is restricted to Graduate students in School Psychology. To provide candidates with the knowledge, skills, and dispositions necessary to assist school-aged students experiencing academic difficulties.

They will utilize and evaluate evidence based interventions and learn to effectively communicate this information orally and in writing to help teachers and parents develop, modify academic intervention plans.

*Outcomes:*

Candidates will be able to evaluate and utilize appropriate academic interventions and identifying evidence based practices

**CIEP 478 Behavioral Intervention: Assessment & Support (3 Credit Hours)**

The aim of this course is to familiarize students with the professional literature in consultation and to employ data-based decision-making in the design and delivery of consultative interventions.

*Outcomes:*

Students will be able to design and evaluate two consultation cases; one at the individual level and the second on a classwide-level

**CIEP 479 School-Based Consultation (3 Credit Hours)**

This course will provide an overview of the knowledge and skills necessary for school psychologists to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Course content will focus on the collaborative consultation processes, theory and issues related to these processes, as well as relevant research. Content will include adopting a systems level perspective with change being viewed from a preventative framework. Consultation from a cross-cultural view will also be emphasized. This course will also include the opportunity to observe, practice and evaluate the skills required to engage in school-based collaborative consultative services through applied case work, practice, role play, self-reflection, feedback and class discussion.

**CIEP 480 Assessment School-Age Students & Adults (3 Credit Hours)**

The emphasis of the course is on assessment skills and interpretation of individual cognitive measures with school-age children and adults.

*Outcomes:*

Students will be able to demonstrate proficiency in the administration and interpretation of a wide variety of commonly used measures of cognitive functioning

**CIEP 481 Prevention, Assessment & Intervention: Early Childhood (3 Credit Hours)**

Enrollment is restricted to Graduate Students in the School Psychology program. This course provides insight into the developmental assessment of infants & preschool children, and the planning and development of intervention goals.

*Outcomes:*

Students will gain proficiency in standardized and authentic assessment of language and social-emotional development, cognitive ability, motor skills, achievement, and adaptive behavior in young children

**CIEP 482 Prevention, Assessment & Intervention: Behavior (3 Credit Hours)**

Enrollment is restricted to Graduate Students in School Psychology. This course is designed to provide students with an introduction to strategies for promoting positive behavior in the context of instructional environments through the use of applied behavior analysis principles and procedures. Course content includes multiple methods of behavioral assessment linked to intervention planning.

*Course equivalencies:* X-CIEP482/CPSY482

*Outcomes:*

The students will be able to use strategies for promoting positive behaviors for students in the schools and link their assessments to interventions

**CIEP 484 Biological Foundation: Behavior in Schools (3 Credit Hours)**

This is a seminar course on cognitive neuropsychological foundations in school psychology. The cognitive neuropsychological basis of educational theories and practices are studied and critically examined. Emphasis is given to current brain research, assessment based on the Cognitive Hypothesis Testing model (Hale & Fiorello, 2004) and resultant neuropsychological process assessment and how medications impact learning, social interactions, and behavioral functioning within the school setting. The course is for nonmedical professionals and provides a basic knowledge of cognitive neuropsychological principles of brain functioning, medications and psychopharmacological treatment.

*Outcomes:*

Students will demonstrate an understanding of the biological basis for behavior and how these issues relate to academic and behavioral challenges faced in schools

**CIEP 485 Prevention, Assessment & Intervention: Social-Emotional (3 Credit Hours)**

Enrollment is restricted to graduate students in School Psychology. The students will have an understanding of the theoretical foundations of emotional and behavioral disorders; the diagnostic/eligibility criteria for emotional and behavioral disorders; and the social and emotional assessment instruments and procedures. Students will be introduced to early identification and intervention strategies with regard to social/emotional/behavioral functioning.

*Outcomes:*

Students will be able to assess and link interventions to help students with social emotional needs in the schools

**CIEP 486 Internship: School Psychology (3 Credit Hours)**

This course provides university-based supervision for school psychology students completing a nine-month full-time experience conducted in an approved public school setting under a state-approved internship plan.

*Outcomes:*

Student apply skills in assessing students, consulting with school personnel and parents, counseling students as part of a state-approved internship plan

**CIEP 487 Tests & Measurements (3 Credit Hours)**

This is a course overview of the history, purposes and uses of various types of tests along with a survey of available tests and criteria used to select assessment measures.

*Course equivalencies:* X-CIEP487/CPSY487

*Outcomes:*

Students will demonstrate an understanding of the basic purposes of various psychometric tests and will understand statistical criteria that are used to select tests

**CIEP 488 Participatory Action Research (PAR) in Schools and Communities (3 Credit Hours)**

This course will provide candidates with the knowledge and skills to use participatory action research (PAR) practices and approaches. Candidates will develop theoretical and practical knowledge related to a collaborative approach to research. The theoretical framework situates stakeholders in schools and community organizations as experts in their field and sees collaborative research between institutions of higher learning and schools and communities as an opportunity to authentically address germane problems and issues while promoting shared learning.

*Outcomes:*

This course emphasizes valuing the epistemic assets that local stakeholders bring to identifying and working toward solutions that benefit their missions and finding ways to bring attention to their work through research and publications

**CIEP 489 Intro School-Based Network (3 Credit Hours)**

No course description is available

**CIEP 496 Educational Evaluation (3 Credit Hours)**

This course provides students with an overview of program evaluation, particularly as it relates to the field of education. Throughout the course, students will be able to practice program evaluation. An assumption of this course is that "the pursuit of professional practice in evaluation requires developing a life of the mind for practice" (Schwandt, 2015, p. 143). Evaluation practices include considering the ethical issues surrounding the role of the evaluator, understanding the social and political dynamics of an evaluation context, determining which evaluation approach to use in a given context, identifying the various roles of the evaluator, developing an evaluation plan, generating and collecting data, valuing and making value judgments, and facilitating use of the evaluation.

*Course equivalencies:* RMTD406 / CIEP496

**CIEP 498 Independent Study (1-3 Credit Hours)**

In preparation for advanced degree writing and research, candidates will utilize readings, discussions, and appropriate computer applications to interpret, organize, display, and summarize quantitative study results. Course concepts include probability, normal distribution, tests of significance and correlation, simple regression, and multiple regression are among the tests that may be utilized.



**CIEP 499 Directed Research (1-3 Credit Hours)**

This course is Directed Research. Course Content, Course Objectives and Outcomes are collaboratively constructed with Research Student and Supervising FT SOE Faculty member. The Directed Research Projects are approved by SOE Program Area faculty and SOE Associate Dean of Academic Affairs.

*Outcomes:*

Outcomes chosen between the instructor and the student during the semester the course is taken

**CIEP 500 Child Development and Cognition (3 Credit Hours)**

The purpose of this course is to provide students with a graduate level overview of the key theories of development and cognition. Students will learn about critical issues in development and learning that they will encounter and need to deal with working as psychologists in applied settings. Throughout the course students will be asked to analyze, reflect upon, and critique how theories learned may apply, or not, to those learners whose primary culture may be different from the majority through case studies, online discussion boards (or in-class discussions), and a critical analysis of comparative field site visits.

**CIEP 501 Exceptional Learner II (3 Credit Hours)**

The purpose of this course is to provide in depth understanding of ethical, professional, and collaborative service provision for children with special needs within a multicultural framework.

*Outcomes:*

Students will understand the current trends in service delivery for students with low incidence/significant disabilities (eg, partial participation, natural proportions) and the need to expand curriculum, instruction, and assessment strategies to meet individual learning styles and instructional needs

**CIEP 502 Trauma Sensitive Schools (3 Credit Hours)**

Students will explore literature on trauma sensitive schools and the intersection with race and discrimination. They will use Multi-Tiered systems of support to support students at each tier and support staff and families.

*Outcomes:*

Gaining a basic understanding of the subject (eg, factual knowledge, methods, principles, generalizations, theories); Learning to apply course material (to improve thinking, problem solving, and decisions); Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; Learning to apply knowledge and skills to benefit others or serve the public

**CIEP 503 Culturally Relevant Literature for Children & Adolescents (3 Credit Hours)**

This course introduces participants to texts and classroom materials that authentically portray and reflect the cultural and linguistic diversity of classrooms and communities. The course focuses on analyzing materials for relevance and authenticity, learning about bilingual students through diverse stories, and using culturally relevant texts to support students' learning and development in classrooms.

*Outcomes:*

Participants will find, select, and utilize culturally relevant and authentic literature to support students' learning and development in culturally and linguistically diverse classrooms

**CIEP 504 Applied Linguistics for Teachers (3 Credit Hours)**

This course emphasizes the complex and dynamic role of language in teaching and learning, including implications for effective policy and practice in culturally and linguistically diverse classrooms. The course prompts participants to engage in applied linguistics research to solve problems of practice in the teaching of bilingual students.

*Outcomes:*

Participants will apply in-depth understandings of language acquisition and development to make informed decisions in practice with the goal to support the learning and language development of linguistically diverse students

**CIEP 505 Literacy and Numeracy for Principals (3 Credit Hours)**

*Pre-requisites:* ELPS 481; CIEP 442

The purpose of this course is to introduce principal candidates to the foundations of numeracy and literacy development across PK - 12 settings. Included will be a focus on the development of knowledge and skills required to provide leadership in PK - 12.

*Outcomes:*

Through the internship experience candidates will gain an understanding of the leadership behaviors that promote just and equitable educational services to all members of the learning community

**CIEP 506 English Language Learning Practicum (3 Credit Hours)**

The practicum experience serves to integrate learning from across the Masters program within authentic teaching and learning environments spanning PK-20 settings. The course involves formal observation, support, and evaluation during classroom teaching with bilingual students, guided by specific practicum assignments that center on backward design via data analysis, classroom environment, and instructional units of study.

*Outcomes:*

Participants will demonstrate competence, effectiveness, and responsiveness in daily classroom practice with bilingual students

**CIEP 507 Language Demands and Development in Disciplinary Classrooms (3 Credit Hours)**

Everything we do in classrooms and schools requires language, yet the nuances and complexities of language are rarely explored in educator-preparation programs. As the population diversifies and more students come to schools with competencies in languages other than English, teachers must understand how language works so that they can support students in developing language spanning grades and disciplines. In this course, teachers will explore the language demands within and across academic disciplines and enact scaffolds to support multilingual students' language development by attending to these demands. Course understandings and related pedagogical practices emphasize the value of students' multilingual repertoires and competencies with foci on building metalinguistic awareness and encouraging translanguaging with languages and language varieties. Pedagogical practices will focus primarily on building classroom environments to support students' language development, including contextual features, scaffolds, and procedures.

*Outcomes:*

Participants will: Describe the role of language(s) in teaching and learning, including how it develops; Distinguish the components of language (eg, phonology, morphology, syntax); Apply knowledge of language components in support of language development; Describe the language functions, features, and domains of disciplinary classrooms; Apply knowledge of language demands to support students' language development; Explain the interplay of home and school languages (eg, metalinguistic awareness); Apply knowledge of metalinguistic awareness in support of language development

**CIEP 508 Social Justice for Multilingual Learners (3 Credit Hours)**

This course introduces educators to foundational principles and practices for promoting social justice and educational equity while teaching multilingual learners in today's classrooms. A central component to teaching for social justice for students labeled as English learners (ELs), this course prompts educators to deconstruct their identities, experiences, and perspectives on cultural and linguistic diversity as a means to recognize and deconstruct language ideologies, deficit-based perspectives, personal biases, and institutionally driven assumptions. Framed by larger sociolinguistic and sociopolitical themes in the field of EL/bilingual education, educators explore students' diversity in their classrooms and schools and reflect upon current practice with that lens. Participants then draw from the literature to develop personal philosophy statements for serving multilingual learners with goals for their own professional learning.

*Outcomes:*

Participants will: Discern the central and active role of teachers as language policy actors and language decision makers in classrooms, schools, and communities; Reflect upon previous experiences with and perspectives on language learners, language education, and language diversity; Probe the role of language ideologies in institutional practices in education as a means to examine and deconstruct biases and assumptions; Explore the diversity of classrooms, schools, and communities, including cultural, linguistic, familial, academic, social, emotional, behavioral, and sociopolitical factors; Analyze historical and current practices in schools for multilingual students in line with research and theory of supporting and promoting equity for multilingual students; Define personal philosophies and professional goals for teaching multilingual students

**CIEP 509 Literacy Teaching for Bilingual & Multilingual Students (3 Credit Hours)**

Literacy is widely seen as one of the most important skills that children need in order to be successful in school and beyond, however the teaching of reading and writing are largely still approached from a monolingual paradigm even though the vast majority of classrooms have students who speak (and are often literate to varied degrees in that language) in at least one other language beyond the language of instruction. Therefore, it is essential that educators acquire the knowledge and skills to consider the development of literacy from a broader, less restrictive linguistic paradigm in order to engage and effectively teach reading and writing to their students who are bi/multilingual. Regardless of teaching context (e.g., grade level; bilingual or monolingual instructional setting, etc.) educators in this course are supported to move away from a monolingual paradigm in relation to literacy development in order to make strong and effective use of their students' literacy knowledge across languages. Participants will apply new learning to implement strategies (such as contrastive analysis, reading and writing opportunities in both languages, etc.) that supports the development and transference of literacy learning across languages.

*Outcomes:*

Participants will: Explain the relationships between oral language and literacy development and first and second literacy acquisition; Describe the relationships between literacy development, identity and motivation; Describe the different paths to literacy development specifically in relation to oracy and literacy in another language; Identify the ways in which knowledge of different orthographic systems can be beneficial to learning a new one; Apply knowledge of different orthographic systems to support students' literacy development through teaching strategies such as contrastive analysis; Apply knowledge of bilingualism to support students' literacy development across languages; Design strategies for teaching reading and writing that build on students' linguistic and cultural funds of knowledge; Identify the components of knowledge needed to become literate in another language and distinguish between those aspects of literacy that are common across all languages and those that are unique to certain languages; Create classroom environments and materials that support students' bi- or multilingual literacies and engage them in shared literacy events

**CIEP 510 Accessing & Adopting General Education Curriculum (3 Credit Hours)**

This course provides a review of standards for K-12 student learning with special emphasis on reading and mathematics.

*Outcomes:*

The student will be able to Assess the curricular, social-emotional/behavioral needs of students with diverse learning and curriculum needs, and develop pedagogical skills to address those differences

**CIEP 511 Development Theory & Disabilities (3 Credit Hours)**

The purpose of this course is to study the stages of physical, cognitive, social, and emotional development of infants, toddlers, young children, and adolescents with special attention to the similarities and differences among individuals with and without disabilities. The influence of sensory, cultural, and environmental issues on the developmental needs of children and adolescents will be explored. The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and Teacher Preparation Standards will also be addressed.

**CIEP 512 Special Education: The Profession (3 Credit Hours)**

The purpose of this course is to examine, test, and clarify the student's commitment and understanding of the teaching profession.

*Outcomes:*

Students will reflect on their role in the classroom through journaling and sharing

**CIEP 513 Ethics & Law for Administrators (3 Credit Hours)**

This course will deal in depth with current and timely legal and ethical issues in the education of children with disabilities, diverse learners and other children identified as having additional needs in any area of instruction and development, focusing on the administration of special education services in public schools. The approach to and focus on these topics is designed for candidates seeking endorsement as Illinois State-approved Director of Special Education. Students will learn federal and State statutory and regulatory procedures in determining eligibility for services, evaluation, development of the individualized education program, and the provision of a free appropriate public education in the least restrictive environment. The delivery of services to special needs children from early childhood through post-secondary transition will be addressed.

*Outcomes:*

The course will concentrate on statutory and regulatory compliance; fostering effective and productive relationships among administration, professional personnel, service providers and families in serving students with special needs; and timely, efficient, positive-focused dispute resolution

**CIEP 514 Advanced Systems Consultation (3 Credit Hours)**

As school psychologists who attend to issues of social justice, we sometimes find ourselves in positions where changes to systems need to be made in order to ensure that students' needs are being met. The purpose of this course is to explore systems change from the role of the school psychologist, including conducting a needs assessment and data-based decision-making, and the role of supervisors within school settings to support P-12 students and the professionals who serve them in evolving schools and districts.

*Outcomes:*

Gaining a basic understanding of the subject (eg, factual knowledge, methods, principles, generalizations, theories); Learning to apply course material (to improve thinking, problem solving, and decisions); Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; Learning to apply knowledge and skills to benefit others or serve the public

**CIEP 518 Theories and Practices of Partnerships (3 Credit Hours)**

This course explores current issues, literature bases, and practical examples related community-based and practice-oriented partnerships focused on improving learning opportunities for youth, their parents/guardians, and various stakeholders in the community.

*Outcomes:*

Teachers are vital to the success of the students in their classrooms, but we must recognize that teaching and learning happen across many time and spaces, and are influenced by a multitude of factors, beyond the classroom

**CIEP 519 Data-based Decision Making (3 Credit Hours)**

Enrollment is restricted to Graduate Students in School Psychology. The purpose of this course is for students to gain knowledge in universal behavioral and academic behavior data-based decision-making skills and ways to use these data to make informed curricular and intervention decisions that are of use to schools. The students will be able to use data-based and evidence-based decision-making in working with children and teachers in the schools.

**CIEP 520 Doctoral Seminar (1 Credit Hour)**

This course will provide doctoral students with an introduction and orientation to the Curriculum and Instruction EdD program as well as an introduction to the dissertation process. This course will focus on the methods and processes involved in developing a prospectus and review of the literature for a dissertation.

*Outcomes:*

Students will develop a plan of study for their degree as well as a prospectus for their dissertation

**CIEP 521 Curr Theory & Rsrch Schools & Cmty: Positionalities, Prspctives, & Trnsformtns (3 Credit Hours)**

The purpose of this course is to advance students' understanding of contemporary theoretical underpinnings of curriculum. In this course, the curriculum is understood as both the explicit planned course of learning put before students, and the hidden or latent experiences that students encounter in school and community settings. Students become familiar with the theoretical orientation of research on curriculum and to be able to evaluate the worth of research related to curriculum issues.

*Outcomes:*

Students will pose a problem, a question or a series of questions that would address the problem, collect data to facilitate answering some or all of the questions, analyze the data, and produce a series of reports on the state of their research in school and community settings

**CIEP 522 Curriculum Policy Across Schools and Communities (3 Credit Hours)**

This course offers a critical examination of the intersections of curriculum politics, policy, and practice in schools and communities. The goal is to increase students' understanding of the complexities of educational policy in practice as a means to assist them in becoming effective leaders and practitioners who influence and implement curricular policy in service of social justice.

*Outcomes:*

Students will examine historical and current trajectories of curricular policy spanning educational contexts, using various theoretical frameworks to probe how policy layers, locales, and actors influence the design and implementation in practice

**CIEP 523 Curriculum Improvement and School-Community Change (3 Credit Hours)**

Recognizing that the growth and development of schools and communities are inextricably linked, this course develops candidates' understanding of curriculum and school reform as well as community improvement. It examines historic school reform and contemporary school change models in addition to school-based reform strategies intended to improve teaching and learning in schools. The course further examines contemporary community development strategies such as community organizing, community economic development, and social service approaches in order to grant insights into the role communities play as potential partners in school improvement.

*Outcomes:*

Students will assess current research on curriculum reform and community development and their implications for improving student learning and achievement in school settings; Students will work with a local community organization or community schools' site in order to gain insights into how school and community organizations partner together to strengthen learning and developmental outcomes

**CIEP 524 Prvlg, Power, & Possibilities: Teaching Soc Justice Schools & Communities (3 Credit Hours)**

This course examines social justice issues through a critical lens. Readings focus on the role of race, ethnicity, and cultural contexts in the development of curriculum over time. The course emphasizes teaching for social justice through culturally and linguistically responsive and sustainable instructional and assessment practices.

*Outcomes:*

This course has been designed for graduate students who want to explore frameworks, perspectives, contexts, and strategies that will help them translate social justice in instruction and assessment practices

**CIEP 525 Leading for Social Justice in School Psychology (3 Credit Hours)**

Enrollment is restricted to Graduate Education students. This course provides an overview of individual, school-level, and national perspectives on leadership and systems change in school psychology, with an emphasis on strategies for bringing about socially just changes in schools.

*Outcomes:*

The intended outcome is the enhanced ability to lead for social justice as a school psychologist

**CIEP 526 Assessment Culturally & Linguistically Diverse Populations (3 Credit Hours)**

Enrollment is restricted to Graduate Education students. This course focuses on the socio-political issues that under-represented groups face in society including the historical misuses of tests in the placement of ethnic minority youth, and current legal and ethical standards for assessment and intervention with under-represented youth.

*Course equivalencies:* X-CIEP474/CIEP526

*Outcomes:*

To produce school psychologists who are aware of multicultural and diversity issues

**CIEP 527 Ethics and Law for School Psychologists (3 Credit Hours)**

Enrollment is restricted to Ed.D. Students in School Psychology This course focuses on the ethical standard for school psychologists. Students will explore the connection between the psychologist's vulnerabilities, ethical missteps and the development of ethical resilience.

*Outcomes:*

Students will identify and resolve ethical dilemmas and ethical violations in the practice of school psychology

**CIEP 532 Seminar: Essential Curr Readings (3 Credit Hours)**

In this course the students will read and discuss a number of books which have had a major influence on the K-12 curriculum in American schools, with an emphasis on Social Justice.

*Outcomes:*

The student will understand and apply the lessons of the authors to their own situations; The students will consider the various aspects of social justice in completing assignments and discussing readings

**CIEP 533 Proseminar: Educational Psychology/School Psychology (0 Credit Hours)**

A required two-semester series of seminars designed for all students pursuing the Ph.D. degree in educational psychology or school psychology which focuses on critical issues in the field and the planning of a colloquium series

*Outcomes:*

Students will have an enhanced knowledge base of critical topic that drive the school psychology and educational psychology literature

**CIEP 535 System Consultation in School Discipline Reform (2 Credit Hours)**

*Pre-requisites:* Degree in Education or Law Related Field

The purpose of this course is to integrate and apply two interrelated broad literature bases within the field of education: (1) system change and data analysis literature informing best practices in analyzing system school data and needs assessment findings and using the findings to plan for system level discipline change; and (2) best practices in the school leadership and teaming to effect system level reform in school discipline. The focus of the course will be on the systems change process as it relates to the issue of school discipline. Through the course, students will gain skills and experience reviewing and analyzing school and district-level data, and they will develop and administer a needs assessment tool relating to school discipline and multi-tiered systems of support in their respective settings. They will also analyze system level variables, which have historically prevented true discipline reform (e.g., unreliable data collection systems, poorly structured teaming, access to systematic and ongoing professional development and technical assistance and rooted beliefs and biases).

*Course equivalencies:* LAW 684 / CIEP 535

*Outcomes:*

Students will analyze system level factors and data

**CIEP 537 School Discipline Reform: Linking Law Policy and Practice (2 Credit Hours)**

*Pre-requisites:* Degree in Education or Law-Related Field

The course will examine in-depth three to four major themes in the field of school discipline from the perspectives of law, policy and practice (e.g. racial and special education disparities, juvenile/criminal justice linkages and teacher).

*Course equivalencies:* CIEP 537 / LAW 686

*Outcomes:*

Participants will develop a three to five year action plan for school discipline reform

**CIEP 540 Seminar Research Curriculum & Instruction (3 Credit Hours)**

This course focuses on how current research in curriculum and instruction addresses key curricular questions such as, Does it work? For whom and under what conditions does it work? How does it work? Does a given theory hold?

*Outcomes:*

Students will be able to: 1) Understand key curricular questions and major areas of research in curriculum and instruction; 2) Evaluate a variety of professional articles and studies in terms of validity, methodology, findings, conclusions, alignment of various components with research question; 3) Synthesize research articles and studies into a coherent and appropriate literature review

**CIEP 541 Seminar: Curriculum Issues (3 Credit Hours)**

In this course students will study one aspect of current literature in the field of curriculum with intensity.

*Outcomes:*

Students will be able to apply the current research in an advanced curriculum situation; Students will be cognizant of current areas of curriculum research and be able to find references electronically

**CIEP 542 Seminar Theories of Curriculum & Instruction (3 Credit Hours)**

This seminar introduces advanced theories and theorists. The process of instruction is applied to a project or problem in an area of the students' choice.

**CIEP 543 Seminar School Improvement (3 Credit Hours)**

The course focuses on the theories, models, strategies and practices that are germane to school reform.

*Outcomes:*

The student will understand the dynamics of organizational change, reform, self-organizing systems, and continuous quality improvement

**CIEP 544 Prevention, Assessment & Intervention: Advanced Skills (3 Credit Hours)**

Enrollment is restricted to Graduate Students in School Psychology. This course will provide students with in-depth hands on introduction to evidence-based cognitive behavioral treatments. The course will also focus on adaptations to match client presentation, ethnicity, culture, and socioeconomic status.

*Outcomes:*

The course will involve the modeling and practicing treatments such as CBT, which students will learn and demonstrate competently

**CIEP 545 Systems Consultation (3 Credit Hours)**

This is an advanced course for doctoral level students. The course has two separate but related prongs. First, the students will develop a working understanding of Organizational Development Consultation, demonstrating the skills necessary to perform the role of organization development consultant and in determining when and how to carry out this role.

**CIEP 546 School Psychology Advanced Practicum (1-3 Credit Hours)**

Enrollment is limited to Doctoral Students in School Psychology The purpose of this course is for students to complete a supervised advanced practicum in a clinical setting that can include schools, clinical or hospital environments.

*Outcomes:*

Supervised clinical experience in applied school psychology practice

**CIEP 547 Clerkship: School & Educational Psychology (0 Credit Hours)**

This is a non-credit doctoral level course that provides advanced experience in university teaching, research or direct service to children/adolescents.

*Outcomes:*

Students will demonstrate proficiency in an advanced area of academic training, based on supervised experience and evaluation by a site supervisor

**CIEP 548 Family, School and Community Collaboration (3 Credit Hours)**

Enrollment is restricted to students in the Graduate Education program. Blending leading consultation approaches and ecological theory, this course provides an overview of the conceptual frameworks undergirding family/school community collaboration in schools.

*Outcomes:*

Students who take this course will leave with an enhanced ability to work effectively with families and communities across a wide spectrum of topics and opportunities

**CIEP 550 Seminar Educational & School Psychology (3 Credit Hours)**

This course is an overview of current topics in school and educational psychology with an emphasis given to the development of a plan for a program of scholarly activity.

*Outcomes:*

Students will write a research proposal as an entry point for a research program in a particular domain

**CIEP 556 Seminar: Problem Solving Thinking & Creativity (3 Credit Hours)**

This course focuses on the knowledge base related to human problem-solving, thinking and creating through the presentation of a variety of approaches as they relate to instructional design.

*Outcomes:*

Students will demonstrate an advanced theoretical understanding of current models of human problem-solving, thinking and creativity along with an understanding of how these approaches drive instructional interventions

**CIEP 557 Seminar Learning Theory & Teaching (3 Credit Hours)**

This course focuses on the analysis of advanced readings in behavioral and cognitive instructional technology.

*Outcomes:*

Students will have an enhanced ability critically examine the literature in behavioral and cognitive instructional technology

**CIEP 558 Seminar Theories of Intelligence (3 Credit Hours)**

No course description is available

**CIEP 559 Seminar Theories of Learning (3 Credit Hours)**

This course connects current learning theories with curriculum development, instruction, and assessment practices in the schools. Candidates examine school-based implications of theory and research in such areas as multiple intelligences, developmental stages, and ethical/moral development. This course is neither a methods course (focused on developing a repertoire of teaching and learning activities) nor an educational psychology course (focused on applying experimental research to instruction). It is a seminar in which students read the work of current theorists and practitioners in human learning and explore how knowledge of current of current research can impact educational decisions and instructional practice.

**CIEP 561 Practicum in Curriculum (3 Credit Hours)**

This practicum is intended to help students integrate theoretical and research coursework with practice and to reflect on their own development as researchers and practitioners. Students are encouraged to reflect on their experiences in their programs and use this to examine how they have changed as researchers, practitioners, and people. This course format is hybrid and seminar based, meaning course activities will occur both as a class, and one on one with the instructor. Practicum/seminar meetings will help further develop students' personal and professional philosophy and vision that guide their work as a researcher and practitioner.

**CIEP 562 Student Teaching-Graduate Level (6 Credit Hours)**

Student teaching is the culminating experience of the Loyola University Teacher Education Program. This capstone course engages the student in the actual activity of teaching all day, everyday, during the semester. Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching.

*Outcomes:*

Students will demonstrate a basic level of competency in all aspects of full-time teaching including but not limited to lesson and curriculum planning, teaching, classroom management, formal and informal assessment, subject matter competency, and differentiated instruction

**CIEP 563 Graduate Special Education-Student Teaching (6 Credit Hours)**

Student teaching is the culminating experience of the Loyola University Teacher Education Program. This capstone course engages the student in the actual activity of teaching all day, everyday, during the semester. Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching.

*Outcomes:*

Students will demonstrate a basic level of competency in all aspects of full-time teaching including but not limited to lesson and curriculum planning, teaching, classroom management, formal and informal assessment, subject matter competency, and differentiated instruction

**CIEP 564 Student Teaching Graduate (1-3 Credit Hours)**

Student teaching is the culminating experience of the Loyola University Teacher Education Program. This capstone course engages the student in the actual activity of teaching all day, everyday, during the semester. Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching.

*Outcomes:*

Students will demonstrate a basic level of competency in all aspects of full-time teaching including but not limited to lesson and curriculum planning, teaching, classroom management, formal and informal assessment, subject matter competency, and differentiated instruction

**CIEP 571 School Discipline Workshop: Anti-Racism (0 Credit Hours)**

As part of the Restorative Justice course, you must participate in an intensive on-campus weekend seminar on equity, anti-racism, and restorative justice. This seminar offers you the opportunity to network with other professionals and engage in exercises and skills-building related to the core principles and practices of restorative justice.

*Outcomes:*

Apply the principles of restorative practices to address challenges your school or district is facing; Develop an action plan to implement prevention-oriented alternatives to exclusionary school discipline practices in your respective setting

**CIEP 586 Doctoral Internship: School Psychology (1 Credit Hour)**

In collaboration with ISPIC and APPIC, the student will complete an advanced doctoral level 12 month supervised internship of 2000 hours.

*Outcomes:*

Students will follow a prescribed doctoral level internship plan to show advanced competencies as a school psychologist under the direction of a licensed clinical psychologist and certified school psychologist

**CIEP 590 School Psychology - Supervision (0 Credit Hours)**

The purpose of this course is to provide supervised teaching or field based experiences to SPYCH GRAD students. Students will learn to apply essential skills effectively to serve children in a school based setting.

*Outcomes:*

Develop specific school-based skills, competencies and points of views needed by professionals in the field of School Psychology

**CIEP 595 Thesis Supervision (0 Credit Hours)**

To be registered for while working on an approved thesis project.

**CIEP 600 Dissertation Supervision (0 Credit Hours)**

To be registered for while working on an approved dissertation project.

**CIEP 605 Master's Study (0 Credit Hours)**

To be registered for while preparing a thesis proposal.

**CIEP 610 Doctoral Study (0 Credit Hours)**

This course can only be taken two times during a doctoral student's career while preparing a dissertation proposal.

**CIEP 620 Legal Issues in School Discipline (2 Credit Hours)**

The course will address the Constitutional implications of school discipline and the statutory provisions governing student discipline and the administrative hearing process. Students will learn about "zero tolerance" policies, the role that school discipline plays in the "school-to-prison pipeline," and the discriminatory impact of school discipline policies.

*Course equivalencies:* X-CIEP 620/LAW 683

*Outcomes:*

Develop a solid understanding of the fundamental legal principles and law that guide school discipline practices in public elementary and secondary schools, including constitutional law, federal and state statutory law and administrative regulations, and case law; Enhance understanding of the policy concerns that have arisen regarding school discipline practices and develop knowledge of alternative approaches

**CIEP 625 Restorative Justice in Schools (2 Credit Hours)**

This course begins with an immersion experience where students will build relationships with each other and, through experiential exercises and lively discussion, internalize core principles. Throughout the immersion and course, students compare and contrast restorative and retributive justice models, practice proactive and responsive restorative techniques, and identify personal and professional shifts to exemplify a restorative mindset. Specific restorative techniques which students will learn include restorative language, facilitation of a variety of types of circles, restorative dialogue processes, connections between racial and restorative justice, and systems and structures to accommodate restorative practice within school life. Through additional online seminars, students will strengthen their knowledge of the history, theory, research, and practice of Restorative Justice. The culminating focus of the course invites students to apply restorative principles and practices in their own school or district setting.

*Outcomes:*

Distinguish between restorative and punitive motivations, techniques, strategies, and outcomes; Define a restorative mindset within a trauma framework by explaining the components of repairing harm between individuals and within communities; Plan, facilitate, and reflect on proactive and responsive circles (including those focused on: community building, healing, understanding, peace and mediation, celebration); Plan, facilitate, and reflect on effective restorative conversations; Plan, facilitate, and reflect on generating effective restorative consequences through a restorative conversation; Describe the connection between anti-racism and racial justice with principles of Restorative Justice; Identify systems, structures, and stakeholders to support the implementation of restorative justice principles to achieve school or district wide culture change