

# SCHOOL OF EDUCATION

## Mission and Vision

### Our Vision

At the School of Education of Loyola University Chicago, future education leaders will have a transformational experience, one that prepares them to address social inequalities in both their local and global communities through the power of education and research.

### Our Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance equity in education in service of social justice, engaged with Chicago, the nation, and the world. In pursuit of our vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice.

Our mission is social justice, but our responsibility is social action through education and research. We fulfill our responsibility by preparing professionals to serve as teachers, administrators, counselors, psychologists, and policymakers who work across the human developmental continuum, and by conducting research on issues of professional practice in schools, families, and communities. In our immersive learning environment, students gain both second-to-none foundational knowledge and a strategic system-wide vision working alongside some of the top scholars and teachers in the nation. Through our rigorous curriculum, students learn to be comfortable with the uncomfortable, supported by our passionate and dedicated faculty, staff, and administrators. And they leave with lasting relationships with each other and an extensive alumni network of leaders in education across Illinois, the U.S., and the world.

## Undergraduate Programs

- Bilingual/Bicultural Education (BSEd) (<https://catalog.luc.edu/undergraduate/education/bilingualbicultural-education-bsed/>)
- Biology/Secondary Education (BS/MEd) (<https://catalog.luc.edu/undergraduate/accelerated-bachelors-masters-program/biology-secondary-education-bs-med/>)
- Early Childhood Special Education (BSEd) (<https://catalog.luc.edu/undergraduate/education/early-childhood-special-education-bsed/>)
- Education Policy Studies Minor (<https://catalog.luc.edu/undergraduate/education/education-policy-studies-minor/>)
- Elementary Education (BSEd) (<https://catalog.luc.edu/undergraduate/education/elementary-education-bsed/>)
- Elementary Education/International Affairs (BSEd/MA) (<https://catalog.luc.edu/undergraduate/accelerated-bachelors-masters-program/elementary-education-international-affairs-bsedma/>)
- English (BA/BSEd) (<https://catalog.luc.edu/undergraduate/arts-sciences/english/english-babsed/>)
- English as a Second Language (ESL) and Bilingual Endorsement Certificates (<https://catalog.luc.edu/undergraduate/education/english-second-language-esl-bilingual-endorsements/>)
- Leadership Studies Minor (<https://catalog.luc.edu/undergraduate/education/leadership-studies-minor/>)
- Middle Grades (BSEd) (<https://catalog.luc.edu/undergraduate/education/middle-grades-bsed/>)

- Physics/Secondary Education (BS/MEd) (<https://catalog.luc.edu/undergraduate/accelerated-bachelors-masters-program/physics-secondary-education-bs-med/>)
- Reading Teacher Minor (<https://catalog.luc.edu/undergraduate/education/reading-teach-minor/>)
- Secondary Education (BSEd) (<https://catalog.luc.edu/undergraduate/education/secondary-education-bsed/>)
- Secondary Education/International Affairs (BSEd/MA) (<https://catalog.luc.edu/undergraduate/accelerated-bachelors-masters-program/secondary-education-international-affairs-bsedma/>)
- Special Education (BSEd) (<https://catalog.luc.edu/undergraduate/education/special-education-bsed/>)
- Special Education/International Affairs (BSEd/MA) (<https://catalog.luc.edu/undergraduate/accelerated-bachelors-masters-program/special-education-international-affairs-bsedma/>)
- Special Education Minor (<https://catalog.luc.edu/undergraduate/education/special-education-minor/>)
- Teaching and Learning Minor (<https://catalog.luc.edu/undergraduate/education/teaching-learning-minor/>)

## University Policies

Please see University Policies for academic policies that supersede those of academic units within the University

## Undergraduate Policies and Procedures

Please see Undergraduate Policies and Procedures (<https://catalog.luc.edu/academic-standards-regulations/undergraduate/>) for academic policies that supersede those of academic units within the University.

## Counseling Psychology (CPSY)

**CPSY 100 Intro Var Chd Dev&Impl Sp Educ (3 Credit Hours)**

No course description is available

**CPSY 200 Psyc Acad & Persnl Effect (3 Credit Hours)**

No course description is available

**CPSY 220 Speech & Language Development (3 Credit Hours)**

No course description is available

**CPSY 224 Career and Life Planning Seminar (3 Credit Hours)**

Because most students will make several career or job changes during their lives, the purpose of this course is to teach students a decision-making process that can be used when making career-related decisions. planning; and planning an effective job search campaign.

*Course equivalencies:* CPSY 224/UNIV 224

*Outcomes:*

Students will be able to apply the decision-making process to a decision they are trying to make (eg, choosing a major, choosing a career)

**CPSY 273 Developmental Psychology (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CPSY273/PSYC273

**CPSY 323 Theories of Counseling and Psychotherapy (3 Credit Hours)**

This course examines major theories of counseling and psychotherapy in a culturally-diverse society.

*Course equivalencies:* X - CPSY 323 / 423

*Outcomes:*

Students will be able to demonstrate an understanding of the relationship between counseling theory and counseling practice, and the key elements, concepts, and techniques associated with ten major theories of counseling and psychotherapy; Students will also be able to apply each major theory to potential client problem situations

**CPSY 324 Career Counseling and Development (3 Credit Hours)**

This course examines research and theories on career development and counseling and their applications to assessing, treating, and preventing career-related problems across the life-cycle.

*Course equivalencies:* X - CPSY 324 / 424

*Outcomes:*

Students will be able to demonstrate an understanding of five major theories of career development; the structure of vocational interests, needs, and abilities and how each can be assessed, major sources of occupational information; how to apply theory and research to problems of career choice-making, job finding, and work adjustment

**CPSY 332 Multicultural Counseling (3 Credit Hours)**

The course provides an overview of the experiences of various cultural groups with the United States, concerning issues of oppression, identity development, and acculturation, for instance. The course aims to develop multicultural competence by increasing students' awareness, knowledge and skill base.

*Course equivalencies:* X - CPSY 332 / 433

*Outcomes:*

Students will increase their awareness of their own cultural background, biases, and world view and their knowledge of the world view of culturally diverse clients and will begin to develop appropriate interventions strategies to work effectively with diverse populations

**CPSY 333 Abnormal Psychology (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CPSY333/PSYC331/ACPSY280

**CPSY 334 Child, Family, and Community (3 Credit Hours)**

No course description is available

**CPSY 335 Attitudes, Values & Sexual Behavior (3 Credit Hours)**

No course description is available

**CPSY 337 Adolescent Development (3 Credit Hours)**

Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Anthropology, Department of Criminal Justice, Department of Economics, Department of Psychology, Department of Political Science, the Department of Sociology, Human Services or the School of Nursing. This course introduces students to developmental processes, social context, variance (diversity), and psychological/educational implications of the life stage called "adolescence".

*Outcomes:*

Students will be expected to demonstrate an understanding the stages of normal adolescent development within a variety of cultural contexts as well as situations which compromise adolescent mental health and well being

**CPSY 338 Psychology of Personality (3 Credit Hours)**

No course description is available

*Course equivalencies:* X-CPSY338/PSYC338

**CPSY 341 Principles of Guidance (3 Credit Hours)**

No course description is available

**CPSY 342 Identity and Pluralism (3 Credit Hours)**

Requirement: ANTH 100, PLSC 102, PSYC 100 or SOCL 101 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Anthropology, Department of Criminal Justice, Department of Economics, Department of Psychology, Department of Political Science, the Department of Sociology, Human Services or the School of Nursing. A critical examination of theory and research on the role of culture in identity development. Particular emphasis will be given to such concepts as racism, sexism, ethnicity, culture, class prejudice, and ethnocentrism and how these help shape an individual's identity and society's conceptualization of culture.

*Outcomes:*

Students will demonstrate ability to think critically about issues of race, class, culture, and gender, and to analyze how these issues play themselves out in our schools and school systems

## Curriculum, Instruction & Educational Psychology (CIEP)

**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.

## Educational Leadership & Policy Studies (ELPS)

**ELPS 125 Introduction to Leadership Studies (3 Credit Hours)**

This course is designed to provide an introduction to foundational theory and perspectives related to leadership. This includes an exploration of contemporary leadership knowledge and skills that are transferable to a variety of disciplinary contexts.

This course satisfies the Engaged Learning requirement.

*Outcomes:*

Students will be able to describe various historical and contemporary perspectives on leadership as well as recognize critical knowledge and skills associated with leadership practice across various disciplines

**ELPS 219 History of American Education (3 Credit Hours)**

*Pre-requisites:* HIST 101 or HIST 102

No requirement for students with a declared major or minor in History.

This course examines the history, aims, organization, and control of public and private schools in the United States. Emphasis is placed on the historical examination of issues of diversity, inclusion and exclusion as they relate to education.

*Outcomes:*

Students will demonstrate the ability to evaluate and explain the forces of historical continuity and change in American education

**ELPS 222 Foundations of Ethics and Social Justice in Leadership (3 Credit Hours)**

*Pre-requisites:* ELPS 125

This course introduces theories of ethics and social justice as critical frameworks through which to interpret leadership. Attention toward the process of ethical decision-making, using critical reflection as a tool for understanding complex leadership issues, and strategies for advancing leadership focused on social responsibility.

*Outcomes:*

Students will demonstrate competence in applying ethical and social justice frameworks in the interpretation and analysis of complex leadership issues as well as in the practice of leadership across a variety of disciplines

**ELPS 223 Contextual Influences in Applied Leadership: Internship (3 Credit Hours)**

*Pre-requisites:* ELPS 125 and ELPS 222; Leadership Minor

This online and experiential course provides a platform for students to apply learning associated with leadership theory, ethics, and social justice in practice through an applied internship experience. The internship site will provide a discipline specific experience through which to integrate and refine core skills and competencies associated with socially responsible leadership.

*Outcomes:*

Students will increase their capacity to engage effectively in socially responsible leadership in a discipline specific work context

**ELPS 224 Cross Cultural Leadership: Lessons from Rome (3 Credit Hours)**

*Pre-requisites:* ELPS 125; Leadership Minor

This course is designed to examine global and cultural influences on the manifestation of leadership using Rome as a historical and contextual reference point and learning laboratory. The course will examine cultural influences in the understanding of power, authority, and social justice as they relate to leadership and the development of cross-cultural competence.

*Outcomes:*

Students will be able to identify and describe cultural and global influences associated with power, authority, and social justice on leadership in social contexts

**ELPS 230 Globalization, Education and Childhood (3 Credit Hours)**

This course examines contemporary global shifts and transformations in how schools and other educational settings are set up and operate. In tandem with this the course examines the experience of childhood and notions of what it means to be a child both in terms of how this varies culturally, socioeconomically, and regionally, as well as how these experiences and conceptualizations are presently being transformed.

*Interdisciplinary Option:* Global Studies

*Outcomes:*

Students will be able to demonstrate an understanding of how global and local issues are interwoven with regard to education; Students will be able to articulate a nuanced understanding (as regards schooling and education) of the ways that social justice concerns are being both advanced and hindered in our contemporary globalized world

**ELPS 240 Urban Education: Policy and Practice (3 Credit Hours)**

This course introduces students to some of the central policy questions currently afoot in American public education through consideration of one particular field of concern, Urban Education. Explores the sociological dimensions of schooling, the important questions of how race, social class and ethnicity impact American education, and the relationship between resources and outcomes at the heart of arguments about schools. Students will be able to demonstrate an understanding of the ways that policy is connected to practice in urban education.

*Outcomes:*

Students will be able to analyze the multiple and contested factors that influence urban education in the US

**ELPS 265 Cultural and Educational Policy Studies Internship (3 Credit Hours)**

The Internship in Cultural and Educational Policy Studies course is intended to help students integrate theoretical and research coursework with a practical field-based experience to reflect on their own development as professionals working in the field of education.

This course satisfies the Engaged Learning requirement.

*Outcomes:*

Students develop and refine their professional skills and competencies; Students will be able to identify key education issues domestically and/or internationally and critically analyze them in terms of the relationship(s) between policy and practice

**ELPS 300 History of Education (3 Credit Hours)**

This course introduces students to the history of education in the United States, exploring the ideologies and theoretical frameworks that have been paramount in different historical periods and the ways they have shaped the social, cultural, economic, and political dimensions of educational institutions in America.

**ELPS 301 History of Western Education (3 Credit Hours)**

A historical analysis of the rise and development of educational movements, trends, institutions, and policies in the multicultural context of American society.

*Course equivalencies:* X-ELPS301/HIST302

*Outcomes:*

Students will be able to demonstrate a historical understanding of the development of educational policy and schooling institutions, and demonstrate a knowledge of the historiographic approaches and debates in the history of education

**ELPS 302 Philosophy of Education (3 Credit Hours)**

Requirement: PHIL 130 for students admitted to Loyola University for Fall 2012 or later. No requirement for students admitted to Loyola prior to Fall 2012 or those with a declared major or minor in the Department of Philosophy or Department of Political Science. Study of major philosophical theories about educational practice, especially as these relate to pedagogical practice, curriculum development, and the response of schools to particular individual, community, and societal interests.

*Outcomes:*

The student will become adept at identifying philosophical issues embedded in current educational practice and controversies, especially as these relate to promoting the values of a democratic society, accommodating the interests of the society and particular groups within it, and the realization of social justice

**ELPS 310 Leadership: Group Dynamics and a Mission Centered Approach (1 Credit Hour)**

This course is designed to familiarize Resident Assistants/Managers with a variety of topics that have been formulated to assist them in building community, developing interpersonal relationships, creating intentional programs, and improving their crisis intervention skills. Topics may include, but are not limited to: identity formation, counseling, ethics, diversity, health, and current events in higher education.

*Outcomes:*

To inform and therefore improve students performance within university housing through reflection exercises and solution-based problem solving skills

**ELPS 311 Student Leadership: Using Social Justice in Developmental Models (1 Credit Hour)**

This class will examine social justice as it relates to building communities and creating positive interpersonal relationships between both the Resident Assistant/Manager and hall residents as well as among residents themselves. Topics may include, but are not limited to: program planning, the use of technology, service learning, vocation, career development, and the RA/RM impact on students.

*Outcomes:*

To inform and therefore improve students performance within university housing through reflection exercises and solution-based problem solving skills

**ELPS 325 Leadership Studies Capstone (3 Credit Hours)**

*Pre-requisites:* ELPS 125; ELPS 222; ELPS 223; and enrollment in the Leadership Minor

This course will explore topics such as social change and globalization, creative conflict resolution, the nature of power, oppression and influence, and systemic leadership.

*Outcomes:*

Students will understand the role of and capacities associated with leading personal and social transformation within their career fields and communities



**ELPS 350 Finding Jesuit Jesus: Preparing Prof Life-Live Sprtual Exercise St. Ignatius (3 Credit Hours)**

An adapted version of the Spiritual Exercises of St. Ignatius of Loyola, founder of the Jesuits, this 14-day course in Rome, Italy@JFRC provides students the structured time and study to reflect more deeply on faith, the power of God's love and relationships with others as they frame their professional life design. Time for personal prayer, reflection, liturgies, thematic walks and talks are embedded in this course and all of which will help assist students in their faith journey and as they discern, plan and prepare for a professional life. The course intends to advance opportunity for student exploration and understanding of Jesuit history, values and principles - what does it mean to walk, live, discern and work, as people of Ignatius regardless of faith origin. This course is an invitation to imagine and to plan to live a life of service regardless of profession or career choice.

*Course equivalencies:* ELPS 350/ELPS 450

*Outcomes:*

To further student understanding of diversity of ideas and beliefs in the world; To enhance student knowledge of concepts and designs of social justice while exploring the ancient history of Rome; To better understand Ignatian spirituality and faith in action in our global and diverse world; To engage in service learning to better understand the plight of refugees around the world and expand student knowledge in the service of humanity through learning, discerning and faith; To advance opportunity for student discernment and understanding of personal and professional vocation; what does it mean to walk, and work as people of and with Ignatius - regardless of faith origin

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

This course is an independent study under the supervision of a faculty member.

*Outcomes:*

The outcome for this course is an independent project, paper or other product that demonstrates advanced knowledge of a topic

**Research Methods (RMTD)****RMTD 380 Statistical Methods (3 Credit Hours)**

This undergraduate course provides an introduction to descriptive and inferential statistical methods used in education, psychology and the health professions.

*Course equivalencies:* RMTD380 / CPSY380

*Outcomes:*

Students will be able to analyze quantitative data using a statistical computing package, to interpret and communicate the results of a statistical analysis in written and oral presentations, and to understand the assumptions and limitations of using statistical methods for analysis

**Teaching, Learning & Leading (TLSC)****TLSC M42 Special Education Methods (2 Credit Hours)**

*Pre-requisites:* BSEd students only

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 differentiation 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.

**TLSC 110 The Profession and Our Program (TLLSC) (1 Credit Hour)**

This module (course) introduces teacher candidates (students) to the profession and our program (TLLSC) with a focus on collaborative relationships within and among schools, families, and communities. This module (course) will expose teacher candidates (students) to specific knowledge and skill indicators necessary for educators to embody the dispositions of the profession.

This course satisfies the Engaged Learning requirement.

*Outcomes:*

Teacher candidates (students) will reflect on the knowledge, skills, and dispositions of educators with regard to teaching diverse students, the mission of Professionalism in Service of Social Justice, and the connection between research and practice related to collaborative relationships

**TLSC 120 Bringing Language, Learning & Development Theory into Practice (2 Credit Hours)**

In this module, students will observe and learn key principles and stages developmental and learning theories via clinical experiences in birth to grade 12 settings (including infant/toddler, preschool, elementary, middle, and high schools). The primary focus of these experiences is to explore the ways in which physical characteristics, communication skills, cognitive capacities, and social-emotional needs of children be used to understand theory and inform adult-child interaction and developmentally appropriate pedagogical practices in birth to grade 12 settings with both typically and atypically developing children.

This course satisfies the Engaged Learning requirement.

*Outcomes:*

Through guided observation, students will explore the ways in which social, cultural, and environmental contexts shape the development and cognitive processing at each age, and use this knowledge to inform recommendations for developmentally appropriate adult-child interaction and pedagogical practices with every age range from birth through grade 12

**TLSC 130 Sequence One: 130 Community Immersion (1 Credit Hour)**

This module (course) is designed to engage teacher candidates (students) in an authentic exploration of the inherent relationship between P-12 schools and the surrounding community. Teacher candidates (students) are introduced to the concepts of cultural and social capital as they work in small groups to explore a thematic component of these communities. Must be registered for TLSC 110 and TLSC 120 concurrently.

This course satisfies the Engaged Learning requirement.

*Outcomes:*

Teacher candidates (students) will complete a Community Map Project, which includes a map of community elements, concept map depicting the relationship between elements and resources, narrative analysis of findings, and personal reflection

**TLSC 140 Teaching, Learning and Leading for Social Justice (1 Credit Hour)**

*Co-requisites:* (TLSC 110, 120, and 130) OR CIEP 360; Restricted to All SOE Undergraduate Majors

Prerequisites or This module (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. Candidates will complete a self-documentation project in which they explore their own identities and recognize how their thinking, behavior, and being are influenced by their own personal experiences, race/ethnicity, social class, language, religion, age, etc.

**TLSC 150 Constructive Learning Environments For Diverse Students (1 Credit Hour)***Co-requisites:* (TLSC 110, 120, and 130) OR CIEP 360

This module (course) deepens teacher candidates' introduction to learning and development through consideration of the importance of healthy learning environments. Candidates will complete a classroom management self-assessment and develop a related action plan for enhancing a constructive classroom environment. Prerequisites or Restricted to All SOE Undergraduate Majors

**TLSC 160 Analyzing Culturally-Responsive Classroom Instruction (1 Credit Hour)***Co-requisites:* (TLSC 110, 120, and 130) OR CIEP 360

This module (course) builds on candidates' initial explorations of learning and development and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning. Candidates will conduct a lesson analysis to assess the effectiveness of a lesson based on established criteria for culturally responsive teaching. Prerequisites or Restricted to All SOE Undergraduate Majors

**TLSC 210 Educational Policy For Diverse Students (2 Credit Hours)***Pre-requisites:* TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to All SOE Undergraduate Majors

This module (course) specifically engages teachers in looking at the policy related to diverse students in schools, particularly language policy (affecting ELLs and bilingual students) and special education policy (affecting students with special needs). Candidates will learn the policies, laws and court cases that impact classrooms, see how educational policies are enacted into classroom practice to support students, and make suggestions on continued ways to improve the achievement of students in urban classrooms and schools. Teacher candidates will explain the role of policy in educational practice, including the role of the teacher in advocating for change within the educational institution

**TLSC 220 Individualized Assessment & Instruction for Diverse Students (4 Credit Hours)**

This module is specifically designed for candidates to appreciate, discern and utilize the individual needs of students to plan instruction and support student achievement. In this module, student achievement is not only conceptualized as academic, but also social, emotional, behavioral, cultural and linguistic; in this way, candidates will explicitly focus on the multifaceted nature of planning for students with special needs and those who have been labeled as ELL. Through the use of case study research to collect individualized, authentic language and literacy assessment with one student, candidates will apply learning to the specific instructional context of a student who qualifies with at least one of the following labels: (a) student with special needs, (b) English language learner, or (c) struggling reader.

**TLSC 221 Individualized Instruction and Assessment for Diverse Learners (2 Credit Hours)***Pre-requisites:* TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to All SOE Undergraduate Majors

This module is designed for teacher candidates to appreciate, discern, and utilize the individual needs of students to plan instruction and support student achievement, particularly students with diverse learning and behavioral needs. Through the use of case study research to conduct individualized assessments with diverse learners, candidates will work with students with special needs or those at risk of this being identified as having a disability. Candidates will apply learning to the instructional context with academically, behaviorally, culturally, cognitively, and socially/emotionally diverse students.

*Outcomes:*

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students;
- Use data to drive instruction and assess teaching and learning effectiveness;
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students;
- Hold high expectations and build on the assets of diverse students (including, but not limited to, race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity);
- Explicitly integrate the teaching of reading, writing, communication and technology across content area;
- Create and support safe and healthy learning environments for all students

**TLSC 222 Authentic Assessment and Instruction for Bilingual Learners (2 Credit Hours)***Pre-requisites:* TLSC 140, 150, and 160 with a minimum grade of "C" or better; Restricted to All SOE Undergraduate Majors

This module is designed for teacher candidates to appreciate, discern, and utilize the individual strengths and needs of students who speak a language other than English to plan instruction and support student achievement. Through the use of case study research, candidates conduct individualized, authentic assessments that focus on cultural backgrounds and language development of focal students. Candidates apply their learning with bilingual learners to support language and literacy development and acclimation to learning in the academic context

*Outcomes:*

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students;
- Use data to drive instruction and assess the effectiveness of their teaching and students' learning;
- Apply deep understandings of both content and language pedagogy to provide developmentally appropriate instruction to students who are learning English as an added language, who may have interrupted schooling, and/or who may have experienced trauma as a result of their immigration experiences and/or dangerous issues in their home country;
- Hold high expectations and build on the assets of students from different cultural and linguistic backgrounds (including, but not limited to, ethnicity, culture, language, SES, immigration status);
- Integrate the teaching of language and literacy across all content areas and in ways that use a variety of media to do; and
- Create and support safe and supportive learning contexts for all students

**TLSC 230 Teaching Written Communication in Elementary Grade Classrooms (2 Credit Hours)**

This module introduces teacher candidate's (students) to instruction in written communication across the curriculum. Candidates will learn evidence based practices for teaching writing, responding to writing and integrating best practices in writing instruction across content area instruction. The role of audience and purpose across types of texts (i.e., opinion, expository, narrative and research) will be emphasized.

*Outcomes:*

Teacher candidates (students) will develop, teach, and reflect upon content area writing lessons that address the stages of the writing process, incorporate the use of technology and include support for writers with diverse skills throughout the writing process

**TLSC 231 Teaching Science/Writing in Elem and Middle Grades (3 Credit Hours)**

*Pre-requisites:* TLSC 210, TLSC 221, TLSC 222, Co-requisite TLSC 232; Minimum grade of "C"; Restricted to ELMS-BSED, SPED-BSED, BILI-BSED majors

This course introduces candidates (students) to the discipline and culture of science; provides experiences that engage candidates in the teaching and learning of science across varied school and non-school contexts; develops knowledge and skills to teach science through an inquiry approach and integrate writing.

This course satisfies the Engaged Learning requirement.

*Outcomes:*

Candidates will develop, implement, analyze, and reflect upon instructional and materials that ensure rigorous, relevant, inquiry-based science instruction is accessible to all students; Candidates complete an authentic personal inquiry project

**TLSC 232 Integrated Teaching/Learning Social Studies & Writing in Elementary Grades (3 Credit Hours)**

*Pre-requisites:* TLSC 210, TLSC 221, TLSC 222, Corequisite TLSC 231; Minimum grade of "C"; Restricted to ELMS-BSED, SPED-BSED, BILI-BSED majors

This introduces candidates (students) to the disciplines of the social studies; provides experiences engaging in the teaching and learning of elementary social studies across varied school and non-school contexts; develops knowledge and skills to teach social studies through an inquiry approach and integrate writing.

*Outcomes:*

Candidates will develop, implement, analyze, and reflect upon instruction that ensure rigorous, relevant, inquiry-based social studies instruction is accessible to all students; Candidates complete an authentic personal inquiry project

**TLSC 235 Teaching Science and Writing in the Middle Grades Classroom (3 Credit Hours)**

The content of this module focuses on the Framework for K-12 Science Education and the related Next Generation Science Standards (NGSS). A strong emphasis will be placed on disciplinary literacy within science, including reading comprehension strategies, facilitating scientific discussions, and integrating writing instruction that supports student learning. Students will engage with important science ideas, identify high quality resources, and undergo the process of planning cohesive storylines that could be implemented in middle grade classrooms.

*Outcomes:*

As a part of this module, candidates will understand that effective educators: - Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement; - Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students; - Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students; - Explicitly integrate the teaching of reading, writing, communication and technology across content areas

**TLSC 236 Teaching Social Studies and Writing in the Middle Grades Classroom (3 Credit Hours)**

This sequence addresses social studies instruction with a specific focus on middle grade classrooms. Teacher candidates will be introduced to the field of social studies and the disciplines within it have experiences engaging in the teaching and learning in this field, and specifically work to integrate literacy in powerful and purposeful ways. Candidates will learn culturally responsive teaching practices, choose and use high quality texts and resources, and utilize reading comprehension and analysis strategies as students ask essential questions that explore the important connections between history and current events.

*Outcomes:*

Each sequence and module in the Teaching and Learning with Schools and Communities Program (TLLSC) focuses on specific professional dispositions and candidates are offered opportunities to receive feedback on their dispositional growth; The teacher candidate commits to appropriate professional and interpersonal behaviors in this module by: - demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students (9N) (IB) (D4); - participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills (90) (IB) (D5); - valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments (9L, 9N) (IB) (D7); - demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels (2H, 6A) (IB) (D9); - valuing and promoting curiosity, creativity, and life-long learning in students (IB) (D15)

**TLSC 240 Language, Culture, and Pedagogy in Bilingual Classrooms (3 Credit Hours)**

*Pre-requisites:* TLSC 210, TLSC 221, AND TLSC 222 (Grade "C" or better); Restricted to BILI-BSED, and BILI-MINR

This module deals with bilingual education, schools, classrooms, and learners, with an emphasis on building off of students' cultural and linguistic resources to utilize and maintain native language. In order to accomplish these important building blocks of bilingual education, teacher candidates will inquire into and analyze the school's approach to family and community involvement with a specific lens on L1 maintenance and bilingualism. Candidates will engage with parents, families, and communities to inform the analysis of the school and classroom's alignment to language use in homes and communities.

**TLSC 241 Language, Culture, and Pedagogy in Spanish Language Classrooms (0-3 Credit Hours)**

This module offers a cultural, linguistic, and pedagogical immersion in a school setting to prepare teachers who will use Spanish as a medium of instruction. Participants spend two weeks in Mexico City living in a homestay and pairing with an elementary school teacher for a classroom teaching experience. Teacher candidates surround themselves with the rich cultural heritage and linguistic resources of Mexico, gaining a better understanding of the largest group of linguistically diverse students in Chicago and the broader United States.

**TLSC 250 Developmentally Appropriate Practice with Infants/Toddlers & Their Families (3 Credit Hours)**

*Pre-requisites:* TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: 251, 252, 253; Restricted to ECSE-BSED

Infants-Toddlers-EI 1 is the first of two clinically-based modules emphasizing specialized knowledge and skills for working with children from birth to age three in early intervention (EI) and EHS (Early Head Start) settings. This course explore current knowledge and research findings about high-quality, developmentally appropriate early childhood care and education in the context of programs for infants and toddlers (including those with special needs) and their families and is designed to prepare future teachers to fill the role of an effective early interventionist and infant/toddler specialist.

*Outcomes:*

As a result of this experience (which includes components related to assessment, intervention, work with families, and infant/toddler development), students will demonstrate proficiency at designing safe, supportive environments of nurturing care for infants and toddlers (including those with special needs) and their families by applying the principles of developmentally appropriate practice in curriculum design/delivery, assessment, and intervention

**TLSC 251 Family-Centered Assessment and Intervention in Early Intervention (3 Credit Hours)**

*Pre-requisites:* TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: 250, 252, 253; Restricted to ECSE-BSED

Infants-Toddlers-EI 1 is the second of two clinically-based modules emphasizing specialized knowledge and skills for working with children from birth to age three in early intervention (EI) and EHS (Early Head Start) settings. This course includes intensive clinical experiences in EI with infants and toddlers with special needs and their families, and is designed to complement Infants-Toddlers-EI 1 (Developmentally Appropriate Practice (DAP) with Infants/Toddlers and their Families) in preparing future teachers to fill the role of an effective early interventionist and infant/toddler specialist.

*Outcomes:*

As a result of this experience which (like I-T-EI 1) includes components related to assessment, intervention, diverse families, and infant/toddler development, students will develop their skills in working directly with families in designing assessment systems and interventions for infants and toddlers with special needs that address family resources, priorities, and needs

**TLSC 252 Foundations, Settings, and Studies of Effective Early Childhood Education (1 Credit Hour)**

*Pre-requisites:* TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: TLSC 250, TLSC 251, TLSC 253; Restricted to ECSE-BSED

This field-based module provides an introduction to the diverse settings in which children birth-8 are served. Candidates will investigate the interlaced professions of early childhood education and early childhood special education.

*Outcomes:*

Students will interpret and analyze trends in early care and education

**TLSC 253 Developmentally Approp Practice Assmt&Intervention Young Children Spcl Nds (2 Credit Hours)**

*Pre-requisites:* TLSC 210, TLSC 221, and TLSC 222 (Minimum of "C" grade); Co-requisite: TLSC 250, TLSC 251, TLSC 252; Restricted to ECSE-BSED

This course frames sequence 4 in the TLLSC teacher preparation program. It addresses knowledge and skills in understanding the development of young children with special needs and the implications of that understanding for assessment and intervention in birth to five.

*Outcomes:*

Candidates will develop classroom environments, curriculum, and instructional strategies for working with infants, toddlers, and preschoolers, as well as demonstrating mastery of authentic assessments required for IL state credentialing

**TLSC 260 Typical and A-Typical Development (2 Credit Hours)**

This module (course) further develops and deepens candidates' (students) understanding and application typical and a-typical development of youth. Candidates use information about human development to develop individualized support plans for students with special needs.

*Outcomes:*

Teacher candidates (students) will reflect information related to the ways children develop a-typically and develop a mock individualized support plan for review



**TLSC 261 Significant Disabilities and Life Planning (2 Credit Hours)**

This module (course) further develops and deepens candidates' (students) understanding and application of the develop support for people with disabilities. Candidates use information regarding special needs to identify appropriate support and intervention models.

*Outcomes:*

Teacher candidates (students) will apply information related to students with significant support needs within individualize education plans

**TLSC 262 Assistive and Adaptive Technology (2 Credit Hours)**

This module (course) further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to identify appropriate assistive and adaptive technology supports.

*Outcomes:*

Teacher candidates (students) will apply information related to students with significant support needs when identifying assistive and adaptive technology to be incorporated within individualize education plans

**TLSC 263 Transition Planning (2 Credit Hours)**

This module (course) further develops and deepens candidates' (students) understanding of support for people with disabilities. Candidates use information regarding special needs to develop transition support plans.

*Outcomes:*

Teacher candidates (students) will apply information related to students with significant support needs when supporting the development of the transition components of individualized education plans

**TLSC 300A Professional Learning Communities (0 Credit Hours)**

Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners - discussing and making meaning of all learning and experiences in schools and communities. At the close of each semester, following the completion of the PLCs by specialty area and submission of the summative assessments for other sequences, teacher candidates will reflect upon their personal and professional learning during that semester. Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions.

**TLSC 300B Professional Learning Communities (1 Credit Hour)**

Professional learning communities (PLCs) provide the opportunity to engage in collaboration with a community of learners - discussing and making meaning of all learning and experiences in schools and communities. At the close of each semester, following the completion of the PLCs by specialty area and submission of the summative assessments for other sequences, teacher candidates will reflect upon their personal and professional learning during that semester. Teacher candidates will (a) share learning from various school-based experiences, (b) apply learning through completion of summative assessments, and (c) synthesize learning through reflection and discussion related to EUs and dispositions.

**TLSC 310 Language and Literacy for Diverse Students (2 Credit Hours)**

This module (course) introduces teacher candidates (students) to essential foundations in teaching reading. Emphasized will be skills developmentally appropriate for the candidate's teaching endorsement level including phonological awareness, phonics, vocabulary, fluency and text comprehension. A balance of instructional practices appropriate for a variety of narrative and informational texts will be included.

*Outcomes:*

Teacher candidates (students) will learn to design and teach lessons, focusing on standards based reading skills to linguistically diverse students, through use of research based reading strategies

**TLSC 320 Using Classroom Data in a Collaborative Env to Advance Student Achievement (2 Credit Hours)**

This module (course) develops candidates' ability to collect, represent, and analyze appropriate classroom data. Students will use this ability to determine the level of objective mastery and measure student growth. Reflection on the analysis will guide candidates' decisions regarding instructional adjustment and individual student needs

*Outcomes:*

Teacher candidates will be proficient in the use of data based decision making that informs instruction and guides students' academic and behavioral modifications

**TLSC 325 Teaching Internship in Informal Education Settings (3 Credit Hours)**

The internship experience builds on experiences teacher candidates have in the TLLSC program working with local museums. Candidates will complete internship hours on site at assigned museum, working directly with the museum's Ed department. In addition, they will participate in online seminar meetings designed to make sense of the internship experiences, digest the relevant literature and draw research to practice connections. Develop and assess personal learning objectives following Loyola Center for Experiential Learning protocols.

**TLSC 326 Informal Science Education Seminar (3 Credit Hours)**

This course examines current issues around teaching and learning in informal science education (ISE). Students will develop and apply an understanding of learning theories related to learning in informal science, collaborations between informal and formal science education, issues around access and equity, and research and evaluation related to informal science education. Course

*Outcomes:*

- Describe characteristics of teaching and learning in informal science settings; - Describe practices that support learning and development in informal science settings; - Summarize theories and frameworks relevant to understanding teaching, learning and development in informal science settings; - Explain the ways in which out-of-school science programs collaborate with and support in-school science teaching and learning; - Explain challenges and barriers to collaboration between in and out of school science teaching and learning; - Debate the strengths and challenges of particular programs and/or institutions in terms of promoting science interest, engagement, and learning; - Critique efforts to broaden participation in informal science and learning, including people with physical disabilities, diverse learning needs, and from minority backgrounds; - Summarize current and historical research and evaluation priorities, approaches and findings related to informal science education

**TLSC 330 Discipline-Specific Literacy for Diverse Students (2 Credit Hours)**

This module (course) supports teacher candidates (students) in developing their knowledge and skills in teaching and assessing literacy in discipline specific contexts. Emphasized will be the identification and use of culturally responsive texts, evidence based strategies, data based decision making skills and new literacies (technology and online resources) designed to target all students' literacy needs, including those with linguistically diverse backgrounds. They will be required to collect and utilize data to teach targeted standards based reading skills to linguistically diverse students and to utilize technology in their lesson delivery.

*Outcomes:*

Teacher candidates (students) will apply understanding of literacy lesson design, assessment and instruction in discipline specific contexts

**TLSC 340 Teaching and Learning in an Area of Specialization (2 Credit Hours)**

This module (course) further develops and deepens candidates' (students) understanding and application of designing instruction in an area of specialization. Candidates use data, select essential content, implement strategic pedagogy, and integrate technology to meet the needs of PreK-12

*Outcomes:*

Teacher candidates (students) will reflect on their implementation of the full instructional cycle and after analysis of the data generated from that instruction will identify research that informs instruction future teaching

**TLSC 350 Teaching and Learning with a Global Framework (4 Credit Hours)**

Teacher candidates (students) will work with PreK-12 teachers to develop and implement a transdisciplinary/interdisciplinary curriculum unit with a service component. This module's (course) experiences are specifically designed to prepare candidates (students) for teaching in schools that offer an International Baccalaureate program.

*Outcomes:*

Teacher candidates (students) assess their instruction using a global framework in this module (course) and develop an action plan to improve practice as they move into the final phase of the teacher preparation program

**TLSC 360 Developing Rigorous and Relevant Instruction & Assessment (3 Credit Hours)**

This module (course) requires candidates, with increasing independence and more limited support from a mentor teacher, to develop rigorous and relevant instruction and assessment. Candidates will demonstrate their ability to use individual student data to plan appropriate and relevant instruction and assessment for all.

*Outcomes:*

Teacher candidates will obtain and analyze a variety of individual and whole class data and use this data to inform their development of differentiated and rigorous instruction and assessment

**TLSC 370 Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep (3 Credit Hours)**

This module (course) requires candidates, with increasing independence and more limited support from a mentor teacher, to implement rigorous and relevant instruction and assessment. Candidates will, while delivering the instructional unit designed in Module 7.1, be required to use a variety of assessments, provide reflection and feedback on the results of assessment using assessment data and make adaptations in order to improve student achievement.

*Outcomes:*

Teacher candidates will explain how what they have learned from the assessment data will influence their planning and future instruction for students

### **TLSC 380 Tching, Lrning & Leading with Schools & Communities**

#### **Internship: Stud Tching (6-12 Credit Hours)**

This module (course) represents the candidates' full-time student teaching experience. Candidates will complete three of the edTPA tasks required for certification (edTPA: Designing Instruction Task; edTPA: Assessing Learning Task; and edTPA: The Culminating Teaching Experience Task) in order to document and demonstrate each candidate's ability to effectively teach his/her subject matter. Candidates will also engage in focused reflection on student teaching and their entire teacher preparation program. Candidates will complete the School of Education's Professional Practice Profile (PPP) essay at the end of the module. (1C, 4L, 4N, 4Q, 5M, 5N, 5J, 8I, 8O, 8S, 9K, 9N) (IB) EU9 S7, S8; Demonstrate understanding and proficiency in core concepts, constructs and working principles from theories and research when making decisions and taking actions related to specific TLLSC EUs and EU indicators. (1C, 2A, 2B, 2C, 2I, 2J, 2G, 3A, 3Q, 4A, 4L, 5A, 5B, 5E, 5F, 5S, 6B, 6C, 7A, 7B, 7C, 7F, 9L) (IB) EU10 K1, K2, K3, K4, S1, S2; Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (1K, 2K, 5M, 7M, 8J) (IB) EU11 S2, S3, S4, S6; Support and deliver instruction in cooperation with their assigned co-teacher. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 4C, 4K, 4N, 5I, 7P, 9J)(IB) EU1 S7, EU2 S8, EU4 S7; Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs. (1H, 3J, 5H, 5K, 5M, 5P, 7Q)(IB) EU3 S10, S11, S16, S18 EU4 S5; Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families. (5H, 5J, 9K) (IB) EU6 S12 EU2 S9; Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion (4K, 4N, 5K, 5M, 5N, 8I, 8J, 8O, 8R, 8S, 9G, 9K, 9N) (IB) EU9 S6, S8.

This course satisfies the Engaged Learning requirement.

#### *Outcomes:*

Utilize research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students EU3; Create and support safe and healthy learning environments for all students EU9; Utilize information from theories and related research based practices when making decisions and taking action in their professional practice EU10; Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement EU11; Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups EU1; Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity) EU7; Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students EU2; Design and implement standards-based units and lesson plans to maximize learning for all students by using an appropriate variety of assessments, culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving based on high expectations for each student's learning and behavior (3H, 3I, 3N, 3Q, 5I, 5L, 5M, 5Q, 5S, 7K, 7P, 8N, 9A) (IB) EU3 S2, S3, S5, S6, S9; Use data to evaluate and monitor students' needs, instruction and