EDUCATION (EDU)

EDU 100 - Technology Applications (1.0 hour)
Application of technology concepts and skills to human service professionals. Database construction; linear and nonlinear multimedia projects. Using graphics, text, sound, animation, and other media resources.
Prerequisite: Major in an education program or consent of department chair.

EDU 107 - Conceptualizing Math for Teachers I (3.0 hours)
Core Curriculum: QR
Development of a deep understanding of concepts, relationships, and algorithms in various areas of mathematics examined. Topics include set theory, variables, patterns and algebraic relationships, equations and systems of equations, graphing; real numbers and operations, properties of number systems, ratios and proportions, percents; measurement systems, measurement relationships. Focus is on problem solving, analysis, representation of concepts, and communicating understanding and reasoning of the mathematical concepts studied.

EDU 108 - Conceptualizing Math for Teachers II (3.0 hours)
Core Curriculum: QR
Development of a deep understanding of concepts, relationships, and algorithms in various areas of mathematics examined. Topics include data presentation, computation, and meaning of descriptive measurements; basic combinatorics, probability concepts, probability distributions, expectations; linear, quadratic, exponential, and other functions, geometric constructions, 2-D and 3-D shapes, spatial relationships, geometric reasoning and proof. Focus is on problem solving, analysis, representation of concepts, and communicating understanding and reasoning of the mathematical concepts studied.
Prerequisite: Major in an education program or consent of department chair; EDU/ETE 107.

EDU 115 - The History of Education in the United States (3.0 hours)
Core Curriculum: HU,MI
Surveys the history of American education from the Colonial Era to the present. Treats the changing character of education in the context of broader social and cultural developments. Provides both knowledge of the history of American education and an appreciation of historical perspectives as ways of understanding contemporary education. Examine the evolving historical contexts that served to shape and define American education. Specifically, the course will explore the role of education i.e., policies, purposes, practices, and reform efforts throughout U.S. history, and examine its relationships with the American economic, political, social, and cultural landscape.

EDU 116 - Introductory Field Experience (1.0 hour)
Exhibit professional and ethical behaviors, engage in a minimum of 25 hrs of directed observations throughout the semester in an academic setting. Besides observing within a classroom, candidates work with a group of children at an appropriate level, depending on the individual areas of licensure. Collaborate with professionals to develop foundational knowledge related to planning for instruction and assessment, a sense of the whole school culture including an awareness of the social and emotional development of children. Introduced to the language of teaching and apply the knowledge in their reflections analyzing the setting. Preparation for Teacher Performance Assessment. Weekly seminar
Prerequisite: Major in an education program or consent of department chair; EDU/ETE 115 or concurrent enrollment; or education studies minor

EDU 120 - Early Childhood Professional Roles and Responsibilities (3.0 hours)
Core Curriculum: WI
Meeting education needs of children from birth through age eight. Care for the whole child including an awareness of the social and emotional development of children. Career opportunities, roles, and responsibilities. Preparation for Teacher Performance Assessment. This is a Writing Intensive course.

EDU 194 - Physical Education for P-6 Schools (1.0 hour)
Content and pedagogy for physical education in grades P-6 to meet the needs of diverse learners. Introduction to physical education in the regular classroom.

EDU 196 - Fine Art in the P-6 Schools (2.0 hours)
Content and pedagogy for fine art in grades P-6 to meet the needs of diverse learners. Introduction to including art, music, dance, and theatre in the regular classroom using traditional methods and newer technologies.

EDU 210 - Human Development from Birth to Young Adulthood (3.0 hours)
Integration of the physical, cognitive, and psychosocial aspects of the development and growth of the individual from conception to adulthood. Study the physiology of learning, the interactive nature of the teaching/learning process, and the need to consider developmental and cultural appropriateness in meeting individual learning needs, with an emphasis on acknowledging and accommodating exceptionality and diversity including an awareness of the social and emotional development of children. Environmental factors affecting development, including cultural, ethnic, socioeconomic, individual, social contexts, and parent-child interaction. Preparation for Teacher Performance Assessment.
Prerequisite: Major in an education program or consent of department chair, or education studies minor

EDU 215 - Strategies for Effective Teaching (3.0 hours)
An in-depth sequence of examining instructional planning and strategies, modes of teaching, and assessment of learning, including an awareness of exceptionality and diversity including an awareness of the social and emotional development of children. Other topics include instructional management, collaboration in curriculum design and delivery and with stakeholders, teacher leadership, decision making, and change processes. Preparation for Teacher Performance Assessment.
Prerequisite: EDU/ETE 115 or concurrent enrollment; EDU/ETE 116 or concurrent enrollment; EDU/ETE 210 or concurrent enrollment.

EDU 216 - Effective Planning and Instruction for Teaching (3.0 hours)
The study of key teaching frameworks with fundamental instructional strategies developed within the construct of planning lesson segments and units of study, including an awareness of exceptionality and diversity, an awareness of the social and emotional development of children. Application of brain research, methods to facilitate higher order, critical and creative thinking, problem solving, and decision-making. Other topics include instructional management, collaboration in curriculum design and delivery and with stakeholders, teacher leadership, decision-making, and the needs of 21st Century middle school students are addressed. Preparation for Teacher Performance Assessment.
Prerequisite: EDU/ETE 115 or concurrent enrollment; EDU/ETE 116 or concurrent enrollment; EDU/ETE 210 or concurrent enrollment.

EDU 219 - Human Development and Effective Field Experience (1.0 hour)
Engage in a minimum of twenty-five hours of directed observations in an appropriate, academic setting, where they teach a small group of students and collaborate with the classroom teacher to implement instructional and assessment plans for one student. Candidates are introduced to the language and dispositions of teaching, apply this knowledge in their reflections analyzing the learning environment, incorporate issues of equity and diversity including an awareness of the social and emotional development of children, and apply the knowledge in the creation on a developmental case study of one student. Weekly seminar.
Prerequisite: EDU/ETE 115 or concurrent enrollment; EDU/ETE 116 or concurrent enrollment; EDU/ETE 210 or concurrent enrollment; one of: Music Education Major, EDU/ETE 215, OR EDU/ETE 216, or concurrent enrollment in either EDU/ETE 215 or EDU/ETE 216.

EDU 223 - Gifted Education: Strategies and Practicum (3.0 hours)
Field experience in gifted education grades K-12; 20 clock hours in Bradley University Gifted and Talented Summer Institute. In addition 16 hours of in-class instruction of materials and strategies unique to gifted learners will be required. Apply the knowledge of gifted education, including issues of equity and diversity.
Prerequisite: EDU/ETE 210; one of: EDU/ETE 215, EDU/ETE 216; EDU/ETE 222 or concurrent enrollment.

EDU 227 - Development of the Early Adolescent (3.0 hours)
Core Curriculum: WI
Required for the Illinois middle school endorsement, surveys the physical, cognitive, and social/emotional development of young adolescents from a cultural perspective, emphasizing implications for effective middle school instruction. Preparation for Teacher Performance Assessment.

EDU 228 - Strategies for Middle School (3.0 hours)
Core Curriculum: WI,EL
Philosophy, concepts, and procedure related to organizational structure, curriculum, teaching strategies, and assessment in the middle school. Preparation for Teacher Performance Assessment.
Prerequisite: EDU/ETE 115; EDU/ETE 116; EDU/ETE 210; one of: EDU/ETE 215, EDU/ETE 216; major in an education program or consent of department chair.

EDU 230 - Adapting Curriculum to Support Inclusive Environments (3.0 hours)
Exploration of foundational knowledge of characteristics of individuals with exceptionalities, diversity, populations who are at risk, and English Language Learners. Enhance knowledge and performance of individuals with exceptionalities by developing and adapting curriculum materials that meet individual needs within inclusive environments. Response to Intervention outcomes and appropriate evidence-based strategies that support successful inclusion are discussed. Preparation for Teacher Performance Assessment. This course meets foundation knowledge for LBS I certification.
Prerequisite: EDU/ETE 115; EDU/ETE 116; EDU/ETE 210; one of: EDU/ETE 215, EDU/ETE 216, or concurrent enrollment; or Education Studies major.

EDU 232 - Meeting the Needs of All Students within the Disciplines (2.0 hours)
ETE 232 provides foundational knowledge of individuals with exceptional learning needs (ELN) with an overview of categories and characteristics. Emphasis is on co-teaching and collaborative alignment of appropriate adaptations, accommodations and modifications to IEPs and 504 plans that support successful inclusion. Preparation for Teacher Performance Assessment.
Prerequisite: EDU/ETE 115; EDU/ETE 116; EDU/ETE 210; EDU/ETE 219 or concurrent; EDU/ETE 215 or concurrent for K-12 ART OR EDU/ETE 216 or concurrent for MSE and High School OR EDU/ETE 280 or concurrent for K-12 Music; or Education Studies major.

EDU 234 - Language Development (3.0 hours)
Language acquisition theory and processes, stages of language development, verbal and non-verbal communication. Emphasis on language differences and diversity, including minority groups, language disorders, and English as a second language. Planning opportunities supporting language use in its various forms to enrich further development. Preparation for Teacher Performance Assessment. ETE 234 is one course that meets criteria for the Illinois ECSE Approval.
Prerequisite: EDU/ETE 115; EDU/ETE 116 or concurrent enrollment; EDU/ETE 210 or concurrent enrollment.

EDU 235 - Methods of Teaching English Language Learners (3.0 hours)
Addresses language development and methods for teaching English Language Learners (ELL). Topics include theories of second language acquisition as well as a variety of instructional strategies in the language arts and other content areas. Emphasis will be placed on the social and cultural needs of the ELL and the examination of pre-service teachers' own culture and its impact on their practice. Preparation for Teacher Performance Assessment. There is fieldwork expected for the class.
Prerequisite: EDU/ETE 115; EDU/ETE 116; EDU/ETE 210 or concurrent enrollment; either EDU/ETE 215 or concurrent enrollment OR EDU/ETE 216 or concurrent enrollment

EDU 236 - Assessment of English Language Learners (3.0 hours)
Covers fundamental basics of testing and assessment of the English Language Learner (ELL), prevalent in today's classrooms. Included are formal and informal assessment strategies; construction and use of teacher-made tests of student learning; interpretation and use of standardized tests, report cards, and grading; reporting procedures; and examination of how to utilize evaluation and assessment to strengthen instruction, differentiate assessment for ELLs, and contribute to positive learner development. There is fieldwork expected for the class.
Prerequisite: EDU/ETE 235 or concurrent enrollment.

EDU 237 - Practicum for Teaching English Learners I (1.0 hour)
Candidates engage in a minimum of 40 hours of directed observations and teaching of English Language Learners in an appropriate PK-12 academic setting. Candidates collaborate with the classroom teacher or ESL teacher to plan and implement instruction for small groups and individuals. Candidates complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of language development for English learners. Weekly seminar.
Prerequisite: EDU/ETE 235 or concurrent enrollment.

EDU 238 - Practicum for Teaching English Learners II (1.0 hour)
Candidates engage in a minimum of 33 hours of directed observations and teaching of English Language Learners in an appropriate PK-12 academic setting. Candidates collaborate with the classroom teacher or ESL teacher to plan and implement formative assessments and instruction for whole class, small groups and individuals. Candidates complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of language development for English learners. Weekly seminar. Satisfactory/Unsatisfactory
Prerequisite: EDU/ETE 237, and permission of the department chair

EDU 239 - Practicum for Teaching English Learners III (1.0 hour)
Candidates engage in a minimum of 34 hours of directed observations and teaching of English Language Learners in an appropriate PK-12 academic setting. Candidates collaborate with the classroom teacher or ESL teacher to plan and implement formative assessments and instruction for whole class, small groups and individuals. Candidates complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of language development for English learners. Weekly seminar. Satisfactory/Unsatisfactory.
Prerequisite: EDU/ETE 237; EDU/ETE 238; and permission of the department chair

EDU 240 - Practicum for Teaching English Learners Part 2 (2.0 hours)
Candidates engage in a minimum of 60 hours of directed observations and teaching of English Language Learners in an appropriate PK-12 academic setting. Candidates collaborate with the classroom teacher or ESL teacher to plan and implement formative assessments and instruction for whole class, small groups and individuals. Candidates complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of language development for English learners. Weekly seminar.
Prerequisite: EDU/ETE 237, or permission of the department chair.

EDU 241 - Methods of Teaching Bilingual/Multilingual Learners (3.0 hours)
This course addresses practical, cultural, and linguistic theories and strategies to assess language skills in bilingual programs. It also aligns with state and national standards that support bilingual/multilingual learners while using their heritage languages as assets in the classroom to develop their linguistic repertoire, including translanguaging practices that enrich their language development and learning. Through critical reflection based on dual-language, bilingual, and heritage language programs, lived experiences, and academic knowledge, pre-service teachers will be able to have a deeper understanding about how bilingual/multilingual learners will draw on their metacognitive, metalinguistic, and metacultural.

EDU 245 - American Sign Language I (3.0 hours)
General introduction to sign language of the deaf; information regarding the culture of the deaf. Finger spelling and signing skills, which enable signing at a conversational level both receptively (seeing and understanding) and expressively (signing). Available to students from any major throughout the university.

EDU 260 - Children's Literature (3.0 hours)
Types, genres, authors, and illustrators of books for children from birth through middle school. Emphasis on literature response activities; planning and assessing a literature-based curriculum. Analysis of current trends, issues, and the impact of children's literature.

EDU 270 - Physical Development and Health (1.0 hour)
A variety of health and nutrition topics about which teachers all levels must be knowledgeable. Must document certification in CPR and First Aid, and plan lessons for health instruction as part of the requirements. Topics examine nutrition; communicable diseases; relationship between fitness and systems of the body; principles of personal, interpersonal, and community health; mental health; and safety. Preparation for Teacher Performance Assessment.
Prerequisite: Must be enrolled in education program

EDU 280 - Exploring Diversity: Learners, Families, And Communities (3.0 hours)
Core Curriculum: GP,WC
The socialization and enculturation of learners in the context of their families, communities, and cultures. Awareness, acceptance, and appreciation of diversity, whether resulting from cultural or ability differences. Emphasis on the teacher's role in involving, educating, and communicating with parents as partners in the educational process. Professional advocacy that supports an inclusionary, multicultural, antiracist, democratic, non-sexist, and global curriculum. ETE 280 is one course that meets criteria for the Illinois ECSE Approval.

EDU 291 - Assistive Technology for Individuals with Special Needs (3.0 hours)
Addresses the assistive technology (AT) evaluation, selection, and application process for individuals with disabilities in school, the workplace and the community. Emphasis on assessment of the individual, environment, and tasks required of the person prior to evaluation of technologies and adaptations that enable the individual to function as fully as possible in his/her daily lives. Through illustrations and case examples students will obtain knowledge and skills required for the use of AT devices or adaptations and factors to consider in the selection and implementation processes. Preparation for Teacher Performance Assessment.
Prerequisite: EDU/ETE 115; EDU/ETE 116; EDU/ETE 210; one of: EDU/ETE 215, EDU/ETE 216, or concurrent enrollment.

EDU 301 - Novice Teaching Experiences in Music Classrooms K-8 (1.0 hour)
Core Curriculum: EL
Engage in a supervised teaching experience in a K-8 school music learning environment. Collaborate with the classroom teacher to plan and implement formative assessments and instruction for whole class, small groups, and individuals. Candidates complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of equity, diversity and social and emotional awareness. Includes Teacher Performance Assessment. Weekly seminar.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU or ETE 345 or concurrent enrollment; concurrent enrollment in EDU or ETE 351; concurrent enrollment in EDU or ETE 310.

EDU 302 - Novice Teaching Experience in High School Music (1.0 hour)
Core Curriculum: EL
Engage in a supervised teaching experience in a high school music learning environment. Collaborate with the classroom teacher to plan and implement formative assessments and instruction for whole class, small groups, and individuals. Candidates complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of equity, diversity, and social and emotional awareness. Includes Teacher Performance Assessment. Weekly seminar.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; concurrent enrollment in EDU/ETE 352; EDU/ETE 345 or concurrent enrollment; EDU/ETE 310 or concurrent enrollment.

EDU 303 - Novice Teaching Experience in K-12 Classrooms (4.0 hours)
Core Curriculum: EL,WI
Engage in a supervised teaching experience in an elementary, middle, or high school learning environment. Collaborate with the classroom teacher to plan and implement formative assessments and instruction for whole class, small groups, and individuals. Candidates complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of equity, diversity and social and emotional awareness. Includes draft Teacher Performance Assessment. Weekly seminar.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU/ETE 345 or concurrent enrollment; EDU/ETE 386 or concurrent enrollment, or consent of department chair.

EDU 304 - Early Childhood Novice Teaching Experience (4.0 hours)
Core Curriculum: EL,WI
Engage in supervised teaching experience in a preprimary learning environment. Collaborate with the classroom teacher to plan and implement formative assessments and instruction for whole class, small groups, and individuals. Complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of equity, diversity and social and emotional awareness. Includes draft Teacher Performance Assessment. Weekly seminar.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; either EDU/ETE 328 or concurrent enrollment or EDU/ETE 443 or concurrent enrollment; EDU/ETE 345 or concurrent enrollment, or consent of department chair.

EDU 305 - Novice Teaching Experience in a LBSI Setting (4.0 hours)
Core Curriculum: EL,WI
Engage in a supervised teaching experience in a special education learning environment. Collaborate with the classroom teacher to plan and implement formative assessments and instruction for whole class, small groups, and individuals. Candidates complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of equity, diversity and social and emotional awareness. Includes draft Teacher Performance Assessment. Weekly seminar.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU/ETE 391 or EDU/ETE 393; EDU/ETE 345 or concurrent enrollment; or consent of department chair.

EDU 306 - Novice Teaching Experience Grades 1-6 (4.0 hours)
Core Curriculum: EL,WI
Engage in a supervised teaching experience in an elementary school learning environment. Collaborate with the classroom teacher to plan and implement formative assessments and instruction for whole class, small groups, and individuals. Complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of equity, diversity, and social and emotional awareness. Includes draft Teacher Performance Assessment. Weekly seminar.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU/ETE 313 or EDU/ETE 315; at least two of the following: EDU/ETE 313, 315, 335, 336, 339; EDU/ETE 345 or concurrent enrollment or permission of department chair.

EDU 307 - Novice Teaching Experience in Grades 5-8 (4.0 hours)
Core Curriculum: EL,WI
Engage in a supervised teaching experience in a middle school learning environment. Collaborate with the classroom teacher to plan and implement formative assessments and instruction for whole class, small groups, and individuals. Complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of equity, diversity and social and emotional awareness. Includes draft Teacher Performance Assessment. Weekly seminar.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; at least 2 courses in concentration; concurrent enrollment in content-specific methods course appropriate to the student's teaching area (ENG 392, ENG/EDU 361, ENG/EDU 362, ENG/EDU 363); ENG/EDU 345 or concurrent enrollment or permission of department chair.

EDU 308 - Novice Teaching Experience in the High School (4.0 hours)
Core Curriculum: EL,WI
Engage in a supervised teaching experience in a high school learning environment. Collaborate with the classroom teacher to plan and implement formative assessments and instruction for whole class, small groups, and individuals. Candidates complete weekly reflections analyzing the learning environment of their classroom, specifically addressing issues of equity, diversity and social and emotional awareness. Includes Teacher Performance Assessment. Weekly seminar.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU/ETE 345 or concurrent enrollment; concurrent enrollment in content-specific methods course appropriate to the student's teaching area (EDU/ETE 373, EDU/ETE 374, EDU/ETE 375, EDU/ETE 378, or ENG 472); concurrent enrollment in EDU/ETE 310, or consent of Department chair.

EDU 310 - Teacher Performance Assessment (1.0 hour)
Core Curriculum: WI
Prepares preservice teacher to complete the education teacher performance assessment (edTPA) required for licensure. Gain skills needed to complete a TPA based upon integration of education program objectives and the novice teaching experience. Analyze the context for learning in the classroom, plan a unit of instruction including adaptations for diverse learners, teach the unit while attending to academic language, assess student learning. Make video recording of the unit teaching and collect student work samples. Reflect on the pedagogical decisions in a formal manner, citing research as justification for the choices. Completed edTPA is evaluated locally and feedback is provided to the candidate. Satisfactory/Unsatisfactory
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; major in an education program or consent of department chair; concurrent enrollment in one of: EDU/ETE 301, EDU/ETE 302, EDU/ETE 303, EDU/ETE 304, EDU/ETE 305, EDU/ETE 306, EDU/ETE 307, EDU/ETE 308.

EDU 313 - Methods of Literacy I: Reading, Writing and Language Grades 1-2 (3.0 hours)
Core Curriculum: WI,EL
Addresses literacy instruction in first and second grade including reading, writing, listening, speaking, viewing, and visually representing, including accommodations of exceptionality and diversity using developmentally and culturally appropriate practices. Key topics examine theories of literacy development, emergent literacy, phonemic awareness, phonics, fluency, writing process, literacy assessment, and planning for individual learners. Classroom applications are included. Five to ten hours in a local classroom are required. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education.

EDU 315 - Methods of Literacy II: Reading, Writing and Language: Grades 3-8 (3.0 hours)
Addresses total literacy instruction for learners at all levels 3-8: Reading, writing, listening, speaking, viewing, and visually representing. It addresses research-based approaches to literacy instruction for the grade school student, including accommodations of exceptionality and diversity using developmentally and culturally appropriate practices. Key topics: the reading and writing processes, vocabulary and comprehension, literacy assessments, planning for individual learners, integrating the language arts into the content areas and preparing students for the state writing assessment. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education.

EDU 322 - Emergent Literacy: Reading and Writing Across the Curriculum (3.0 hours)
Processes, themes, and practices that support the development of reading, writing, speaking, listening, and thinking in children from birth through age 8. A continuum of instructional practices, including contextualized application of phonemic, graphemic, morphemic, and syntactical concepts, that facilitate the emergence of literacy. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education.

EDU 324 - Early Childhood Special Education Methods (3.0 hours)
Providing developmentally and culturally appropriate activities to infants and young children with special needs. History and evolution of early intervention services, teaming, collaboration, service coordination, development of Individualized Family Service Plans and Individualized Educational Plans, adaptation of curriculum, instructional models which promote interaction and independence, inclusionary programs, transitional planning. Preparation for Teacher Performance Assessment. ETE 324 is one course that meets criteria for the Illinois ECSE Approval.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; or Education Studies major.

EDU 328 - Early Childhood Methods (6.0 hours)
Core Curriculum: MI
Strategies for teaching language arts, science, mathematics, social studies, art, music, and movement in preprimary and primary grades within an integrated, thematic curriculum. Emphasis on the role of play, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, transitions, horizontal relevance, and developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education.

EDU 335 - Methods of Teaching Social Studies Grades 1-6 (3.0 hours)
Content and methods of teaching social studies in grades 1-6, including accommodations of exceptionality and diversity using developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education.

EDU 336 - Methods of Teaching Science Grades 1-6 (3.0 hours)
Plan, implement, and evaluate a science program for children in grades 1-6. Emphasis on the nature of school science, students' misconceptions, and meaningful science activities, including accommodations of exceptionality and diversity using developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; SCI 10x.

EDU 339 - Methods of Teaching Mathematics Grades 1-6 (3.0 hours)
Core Curriculum: WI
Emphasis on teaching strategies, materials, and organizational plans related to the grades 1-6 mathematics curriculum. Work with Common Core Standards in Math as well as National Council of Teachers of Mathematics is integrated throughout the semester. Focus on active involvement of students in the learning process. Future teachers learn about and plan lessons including appropriate teaching strategies, mathematical projects, accommodations of exceptionality and diversity using developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU 108 or ETE 108 or concurrent enrollment.

EDU 345 - Guiding Learners: Creating Safe, Inclusive Learning Enviro Environments (3.0 hours)
Emphasis on theories of guidance and learner-centered instruction including Response to Intervention (RtI) strategies for positive behavioral supports. Classroom management that is developmentally and culturally appropriate practice to nourish natural curiosity, develop problem-solving skills, acknowledge and accommodate learners with exceptionalities, including diverse cultures, students at risk, and English Language Learners, and develop a sense of community for success of all learners within inclusive environments. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; concurrent with appropriate Novice Teaching course (EDU/ETE 301, EDU/ETE 302, EDU/ETE 303, EDU/ETE 304, EDU/ETE 305, EDU/ETE 306, EDU/ETE 307, EDU/ETE 308) or permission of department chair.

EDU 350 - Topics in Teacher Education (1.0-6.0 hours)
Topics of special interest which may vary each time course is offered. Topic stated in current Schedule of Classes. May be repeated under different topics for a maximum of 6 hours credit.
Prerequisite: Consent of instructor and department chair.

EDU 351 - Music Methods Grades K-8 for Music Majors (3.0 hours)
Methods and materials appropriate for teaching music in grades K-8. Observations in the public schools; planning the K-8 music curriculum; experience teaching lessons in all areas of classroom music. Discussion on accommodations of exceptionality and diversity using developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; concurrent enrollment in EDU or ETE 301; EDU or ETE 310 or concurrent enrollment.

EDU 352 - High School Music Methods for Music Majors (3.0 hours)
Methods of teaching music in the high schools; administration of a music department. Instrumental and choral programs, general music, and high school music theory. Emphasis on development of a philosophy of music education. Discussion on accommodations of exceptionality and diversity using developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to candidacy in the Department of Education, Counseling and Leadership.
Corequisite: Concurrent enrollment in EDU/ETE 302.

EDU 355 - Methods of Teaching Middle School Social Studies (3.0 hours)
Content and pedagogy of middle school social studies, including history, psychology, and the general social science areas. Designing and implementing social studies instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, motivational strategies, reading diagnostic techniques, learning environments, creative and critical thinking, problem solving, acknowledgement and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy; EDU/ETE 216; EDU/ETE 369; concurrent with EDU/ETE 307

EDU 356 - Methods of Teaching Middle School Science (3.0 hours)
How to plan, implement, and evaluate a science program for middle school students. Emphasis on the nature of school science, students' misconceptions, and meaningful science activities. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy; EDU/ETE 216; EDU/ETE 369; SCI 10X and SCI 30x; concurrent in EDU/ETE 307

EDU 357 - Methods of Teaching Middle School Mathematics (3.0 hours)
Emphasis is placed on teaching strategies, materials, and organizational plans related to the 5-8 mathematics curriculum. Assessment strategies appropriate for middle school mathematics are addressed. Focus is on active involvement of students in the learning process and the use of National Council of Teachers of Mathematics (NCTM) Standards and Common Core State Standards - Mathematics (CCSSM). Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy; EDU/ETE 108; EDU/ETE 216; EDU/ETE 369; concurrent in EDU/ETE 307.

EDU 361 - Methods of Teaching Mathematics 6-12 (3.0 hours)
Core Curriculum: WI
Emphasis is placed on teaching strategies, materials, and organizational plans related to the 5-8 or 9-12 mathematics curriculum. Assessment strategies appropriate for middle and high school mathematics are addressed. Focus is on active involvement of students in the learning process and the use of National Council of Teachers of Mathematics Standards and Common Core State Standards - Mathematics. Designing and implementing mathematics instruction and curriculum using a variety of approaches, appropriate utilization of mathematical technology, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy; concurrent enrollment in EDU/ETE 307 or EDU/ETE 308.

EDU 362 - Methods of Teaching Science 6-12 (3.0 hours)
Content and pedagogy of middle and high school science. Designing and implementing science instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, inquiry learning environments, and developing instruction that is responsive to the varied cultural and linguistic backgrounds of 6-12 students. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Education, Counseling, and Leadership; SCI 100, SCI 101, SCI 102, 0r SCI 103 or concurrent; concurrent enrollment in EDU/ETE 307 or EDU/ETE 308.

EDU 363 - Methods of Teaching Social Science Grades 6 - 12 (3.0 hours)
Content and pedagogy of middle and high school social studies, including history, psychology, and the general social science areas. Designing and implementing social studies instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, motivational strategies, reading diagnostic techniques, learning environments, creative and critical thinking, problem solving, acknowledgement and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy; concurrent enrollment in EDU/ETE 307 or EDU/ETE 308.

EDU 368 - Content Reading for All Students (2.0 hours)
Relationship between learning to read and reading to learn; all aspects of literacy as applied toinstruction. Primary focus on understanding a wide range of literacies and how to integrate literacywhile teaching subjects that include mathematics, social studies, sciences, English, music, art, andfamily/consumer sciences. Emphasis on helping all readers, including students with English as asecond language, students with reading difficulties, and students with special needs. Evaluation ofthe appropriateness of classroom resources such as textbooks, e-textbooks, lab manuals, coursesoftware, and online supplements. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education.

EDU 369 - Assessing All Students (2.0 hours)
For future classroom teachers, instructional assessment, that meets the needs of students and theobjectives of the discipline, is essential. Writing instructional objectives, constructing formative andsummative teacher-made assessments, designing authentic assessments, analyzing assessmentdata, interpreting standardized test scores, and addressing needs of learners is part of the curriculum.Emphasis on diversity using developmentally and culturally appropriate practices. Preparation forTeacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education.

EDU 373 - Methods of Teaching High School Mathematics (3.0 hours)
Core Curriculum: WI
Emphasis on teaching strategies, curriculum materials, instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, and classroom organization related to the 9-12 mathematics curriculum. Focus is on active involvement of students in the learning process. Designing and implementing mathematics instruction and curriculum using a variety of approaches, appropriate utilization of mathematical technology, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to Candidacy; EDU/ETE 369; concurrent with EDU/ETE 308.

EDU 374 - Methods of Teaching High School Science (3.0 hours)
Content and pedagogy of high school science. Designing and implementing science instruction and curriculum using a variety of approaches including project-based science. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU/ETE 369; SCI 10x or concurrent; concurrent enrollment in EDU/ETE 308.

EDU 375 - Methods of Teaching High School Social Studies (3.0 hours)
Content and pedagogy of high school social studies, including family and consumer sciences, history, psychology, and general social science. Designing and implementing social studies instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, motivational strategies, microteaching, reading diagnostic techniques, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of diversity and exceptionality, and developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU/ETE 375; concurrent enrollment in EDU/ETE 308.

EDU 378 - Methods of Teaching Family & Consumer Science (3.0 hours)
Content and pedagogy in family and consumer sciences for grades 9-12. Designing and implementing instruction and curriculum using a variety of approaches including project-based family and consumer sciences. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and developmentally and culturally appropriate practices. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU/ETE 369; concurrent enrollment in EDU/ETE 308.

EDU 386 - Methods of Teaching K-12 Art (3.0 hours)
Content and methods for teaching art K-12. Designing and implementing art instruction and curriculum using a variety of approaches. Emphasis on sequential enhancement of media and techniques in relation to the developmental needs of different levels of students, instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodations of exceptionality and diversity, and culturally appropriate practices, aligned with the state and national goals. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU/ETE 369.

EDU 387 - Methods of Teaching PreK-12 World Languages and Cultures (3.0 hours)
Content and pedagogy of Pre K-12 World Language and Cultures. Designing and implementing world language instruction and curriculum using a variety of approaches. Emphasis on instructional planning, assessment of student performance, learning environments, creative and critical thinking, problem solving, acknowledgment and accommodation of exceptionality and diversity, and developmentally and culturally appropriate practice. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU/ETE 369.

EDU 391 - Characteristics and Methods for Learners with Developmental Disabilities (3.0 hours)
Characteristics and methods for planning and teaching students with moderate to severe exceptionalities (i.e., intellectual disabilities, developmental disabilities, traumatic brain injury, orthopedic, other moderate to severe exceptionalities). Emphasis on moderate to severe developmental disabilities, Individual Education Programs, self-determination, assessment, experiential-based curriculum in the psychomotor, cognitive, affective domains, transition planning, person-centered adaptations for inclusion within society. Students are required to complete 12 student contact hours with individual(s) with moderate to severe developmental disabilities in an educational setting. Preparation for Teacher Performance Assessment.

EDU 393 - Characteristics and Methods for Learners with Emotional and Learning Disabilities (3.0 hours)
Characteristics, methods, strategies for use with children and adolescents with emotional and learning disabilities in K-12 and special education classrooms (ages 3-21). Helping process, communication and interpersonal skills are covered, as well as Applied Behavioral Analysis. Emphasis on analysis of classroom situations and application of theories, educational techniques to create positive learning environments for learners with mild to moderate emotional and learning disabilities. To ensure that students will become educational leaders and informed decision makers, teaching strategies in basic skills, metacognition, study skills, and social skills will be addressed. Preparation for Teacher Performance Assessment.

EDU 395 - High School Special Education (3.0 hours)
Skills to plan, implement, and evaluate programs for adolescent students needing special education services in high school situations. Emphasis on a developmentally, sequenced planned curriculum, including basic academic skills, pre-vocational and vocational skills, as well as work-study programs. Current issues and trends: inclusion of the high school student in the least restrictive environment, life planning, consumer education, personal and social adjustment, appropriate individualized instruction, high school group instruction, and independent living skills. 12 hours of mentor/tutoring in the field with High School+ students is required. Preparation for Teacher Performance Assessment.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; one of EDU/ETE 393 or concurrent enrollment, or EDU/ETE 391 or concurrent enrollment.

EDU 402 - Educational Methods, Strategies and Evaluation Techniques (3.0 hours)
Designed to increase theoretical knowledge and practical skill for teaching persons with different learning styles. Classroom experiences include a focus on methods, strategies, and evaluation techniques to meet different learning styles.
Prerequisite: Consent of department chair

EDU 425 - Life Planning for Learners with Exceptionalities (3.0 hours)
Addresses legal, psychological, and social impact of various exceptionalities, and professionalism. The laws governing the development and implementation of educational and transition programs for individuals with exceptionalities is also reviewed. Discussion and evaluation of legal documents for consent and notification. Code of Ethics and Standards for Professional Practice, and Individual Education Program development will be the focus. Preparation for Teacher Performance Assessment.
Prerequisite: Senior standing; advancement to degree candidacy in the Department of Teacher Education; at least one of EDU or ETE 391, EDU or ETE 393, EDU or ETE 395.

EDU 426 - Assessments for Learners with Exceptionalities (3.0 hours)
Diagnostic processes for learners with exceptionalities, preschool through high school. Screening, formal, and informal assessment, and evaluation techniques. Practice in test administration, scoring, evaluation, Individual Education Programs. Preparation for Teacher Performance Assessment.
Prerequisite: Senior standing; advancement to degree candidacy in the Department of Teacher Education; at least one of EDU or ETE 391, EDU or ETE 393, EDU or ETE 395.

EDU 443 - Early Childhood Assessment (3.0 hours)
Focus is on formal, informal, authentic, and performance-based assessments to determine student needs and progress; planning instruction incorporating assessment for Individualized Family Service Plans or Individualized Education Plans and to meet the needs of all students; transitional planning; collaboration and communication with families and professionals. Preparation for Teacher Performance Assessment. ETE 443 is one course that meets criteria for the Illinois ECSE Approval.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; EDU or ETE 324 or concurrent enrollment.

EDU 445 - Multidisciplinary Collaboration (3.0 hours)
Focus is effective collaboration with families, educators, administrators, related service providers, and personnel from community agencies in culturally responsive ways. Competent teachers will use knowledge and effective written, verbal and non-verbal communication techniques to foster leadership, active inquiry, supportive interaction, shared goals, and group consensus that advocate and support the success among learners with exceptionalities. Working together toward common goals of meeting unique needs of all students necessitates teamwork for successful co-teaching, Response to Intervention, and successful transitions pre- and post-secondary education. Preparation for Teacher Performance Assessment.
Prerequisite: Senior standing. For education studies majors or majors not in an education program: one course at the 300 level; majors in an education program: advancement to degree candidacy, one methods course at the 300 level; LBS I: at least one of EDU/ETE 391, EDU/ETE 393, EDU/ETE 395 or concurrent enrollment; or consent of ECL Department chair.

EDU 491 - Student Teaching 5-8 (12.0 hours)
Core Curriculum: EL
Engage in a supervised, full-time teaching experience in a Peoria-area 5-8 learning environment. Plan and implement instruction, assessments for individuals, groups, and class, gradually taking responsibility for 100% of teaching duties including issues related to equity, diversity and social and emotional awareness. Complete weekly reflections to assess professional growth as defined by the Illinois Professional Teaching Standards. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, prerequisites, and evidenced fitness for entering the teaching profession. Include Teacher Performance Assessment. Weekly seminar. Satisfactory/Unsatisfactory
Prerequisite: Advancement to degree candidacy in the department; completion of 2/3 of hours in teaching field; all required ETE/EDU courses below the 400 level for the program; GPA 2.50+ for each: overall, teaching field, professional education courses; state of Illinois co

EDU 493 - Student Teaching For Music K-12 (12.0 hours)
Core Curriculum: EL
Engage in 2 supervised, full-time teaching experiences, 1 at high school and 1 in middle or elementary school, in a Peoria-area learning environment. Plan and implement instruction and assessments for individuals, groups, and class, gradually taking responsibility for 100% of classroom teaching duties including issues related to equity, diversity, social and emotional awareness. Complete weekly reflections to assess their professional growth as defined by the Illinois Professional Teaching Standards. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, prerequisites, and evidenced fitness for entering the teaching profession. Satisfactory/Unsatisfactory.
Prerequisite: Advancement to degree candidacy in the department; completion of 2/3 of hours in teaching field; all required ETE/EDU courses below the 400 level for the program; GPA 2.50+ for each: overall, teaching field, professional education courses; state of Illinois co

EDU 496 - Student Teaching in LBS I (12.0 hours)
Core Curriculum: EL
Engage in a supervised, full time teaching experience in a Peoria-area LBS I learning environment. Plan and implement instruction, assessments for individuals, small groups, and class, gradually taking responsibility for 100% of teaching duties including issues related to equity, diversity, social and emotional awareness. Complete weekly reflections to assess their professional growth as defined by the Illinois Professional Teaching Standards. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, prerequisites, and evidenced fitness for entering the teaching profession. Include Teacher Performance Assessment. Weekly seminar. Satisfactory/Unsatisfactory.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; all required EDU/ETE courses below the 400 level for the program; at least two of EDU/ETE 425, EDU/ETE 426, EDU/ETE 445; GPA 2.50+ for each of: overall, professional education courses; State of Illinois content area test & other tests passed; cleared background check; approval of Department chair.

EDU 497 - Student Teaching in Early Childhood (12.0 hours)
Core Curriculum: EL
Engage in a supervised, full time teaching experience in a Peoria-area Pre-K or K-3 learning environment. Plan and implement instruction, assessments for individuals, groups, and class, gradually taking responsibility for 100% of teaching duties including issues related to equity, diversity, social and emotional awareness. Complete weekly reflections to assess professional growth as defined by the Illinois Professional Teaching Standards. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, prerequisites, and evidenced fitness for entering the teaching profession. Include Teacher Performance Assessment. Weekly seminar. Satisfactory/Unsatisfactory
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; all required EDU/ETE courses below the EDU/ETE 450 level for the program; EDU/ETE 485 or concurrent enrollment; GPA 2.50+ for each: overall and professional education courses; State of Illinois content area test & other related tests passed; cleared background check; approval of Department chair.

EDU 498 - Student Teaching 1-6 (12.0 hours)
Core Curriculum: EL
Engage in a supervised, full time teaching experience in a Peoria-area grade 1-6 learning environment. Plan and implement instruction, assessments for individuals, groups, and class, gradually taking responsibility for 100% of teaching duties including issues related to equity, diversity and social and emotional awareness. Complete weekly reflections to assess professional growth as defined by the Illinois Professional Teaching Standards. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, prerequisites, and evidenced fitness for entering the teaching profession. Include edTPA. Weekly seminar. Satisfactory/Unsatisfactory.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; all required EDU/ETE courses below the 400 level for the program; GPA 2.50+ for each: overall and professional education courses; State of Illinois content area test passed & other related tests passed; cleared background check; approval of Department chair.

EDU 499 - Student Teaching in the High School (12.0 hours)
Core Curriculum: EL
Engage in supervised, full time teaching experience in a Peoria-area high school learning environment. Plan, implement instruction, assessments for individual, groups, and class, slowly taking responsibility for 100% of teaching duties including issues related to equity, diversity, social and emotional awareness. Complete weekly reflections to assess professional growth as defined by the Illinois Professional Teaching Standards. Open only to students who have: adequate preparation in subject matter, demonstrated proficiency with regard to program and course objectives, prerequisites, and evidenced fitness for entering the teaching profession. Include Teacher Performance Assessment. Weekly seminar. Satisfactory/Unsatisfactory.
Prerequisite: Advancement to degree candidacy in the Department of Teacher Education; completion of 2/3 of hours in major; all required EDU/ETE courses below the 400 level for the program; GPA 2.50+ for each: overall, teaching field, & professional education courses; State

EDU 700 - Independent Study (1.0-6.0 hours)
This customized course offers independent study in a selected area commensurate with student academic and/or career goals.

EDU 701 - Scholarly Writing Workshop (1.5 hours)
This application-based course provides structured writing time, collaborative conferencing, and instructor/peer feedback related to the content, organization, formatting, and scholarship of original drafts of student writing. Special emphasis on strategies for successful completion of degree-related course assignments, including papers, reports, chapters, and proposals. May be repeated up to a maximum of 7.5 credit hours.

EDU 702 - Current Topics and Issues in Education (1.5 hours)
This inquiry-based course deeply explores a current topic or issue in P-20 education from a range of perspectives through intentionally-selected readings, class discussions, and written reflections. Special emphasis on analysis, evaluation, synthesis, and application. May be repeated up to a maximum of 7.5 credit hours.

EDU 703 - Action Research 1: Introduction to Action Research (3.0 hours)
Introduction to action research and how it can be used to inform practice. Focus on the action research process as an approach to scholarly research, selecting and developing a research topic, ethical considerations in scholarly research, and designing a scholarly research project.

EDU 704 - Action Research 2: Action Research Design and Ethics (3.0 hours)
Guides students through the processes of scholarly research design and human subject research approval. Focus on research methods; ethical standards for scholarly investigation; developing a theoretical framework; writing a literature review; and writing a research proposal.
Prerequisite: EDU 703 or COU 703

EDU 705 - Action Research 3: Data Collection in Action Research (3.0 hours)
Guides students through the data collection stage of an ongoing scholarly research project. Focus on methods of data collection and analysis; data management; and initial data analysis.
Prerequisite: EDU 704 or ENC 704, Bradley-approved CUHSR proposal, and IRB approval and/or written permission from research site to conduct research (if applicable).

EDU 706 - Action Research 4: Data Analysis and Reporting in Action Research (3.0 hours)
Guides students through the data analysis and reporting stages of an ongoing scholarly research project. Focus on methods of data analysis; framing a scholarly discussion; drawing conclusions; and presenting scholarly work.
Prerequisite: EDU 705 or ENC 705 and approval of department chair.

EDU 707 - Action Research 5: Scholarly Writing and Presentation in Action Research (3.0 hours)
Guides students through the process of reporting an ongoing scholarly research project using a five-chapter format and reporting scholarly research to various audiences. Focus on standards for scholarly writing; presenting scholarly work; and application of action research findings.
Prerequisite: EDU 706 or ENC 706 and approval of the department chair.

EDU 708 - Boards and Educational Governance (3.0 hours)
Examines board policies and working relationships between higher education institutions and the larger community. Focus on standards, accountability, the impact of pressure groups, and leadership and policy development within the framework of the educational institution and the political environment.

EDU 709 - Ethical and Political Foundations of Educational Policy (3.0 hours)
Critical analysis of higher education policy from social justice perspectives. Focus on application of effective political leadership practices to ensure equity for all students.

EDU 710 - Learning in an Era of Technology (3.0 hours)
Critical analysis of effective uses of technology in higher education learning environments. Focus on systemic structures to ensure effective, accessible learning for all students.

EDU 711 - National Trends in Assessment, Data Analysis and Accountability (3.0 hours)
Examines current trends in assessment and effective leadership practices in higher education to ensure accountability and inform continuous improvement.

EDU 717 - Organization and Leadership in Higher Education (3.0 hours)
Unique missions, traditions, people, and agendas shape the decision-making structure(s) of higher education organizations. The framework of organizational lenses, and leadership are explored, and applied to the multi-varied audiences of the higher education institution.

EDU 718 - The Community College (3.0 hours)
The community college is essential to the higher education landscape. Community college history, academic and community mission, and economic development capabilities are explored as essential tenants of the greater postsecondary environment.

EDU 719 - Student and Academic Affairs (3.0 hours)
Systematic inquiry into ethical issues faced by contemporary educational leaders related to student and academic affairs and effective resolution strategies.

EDU 720 - The Contemporary Learner (3.0 hours)
A study of the latest research and trends surrounding the adult, post-secondary learner. Course explores innovative approaches in education where leaders develop the capacity to engage communities and educators to imagine, build and sustain vibrant learning ecosystems that allow all students to thrive.

EDU 721 - Financial Affairs in Higher Education (3.0 hours)
Systematic inquiry into political, economic, and social issues faced by contemporary educational leaders related to the financing of higher education.

EDU 722 - Internship 1 (3.0 hours)
The first of a two-semester internship in higher education administration. Focus on examining and addressing present and future leadership challenges in an authentic educational setting.
Prerequisite: EDU 706 or ENC 706

EDU 723 - Internship 2 (3.0 hours)
The second of a two-semester internship in higher education administration. Focus on examining and addressing present and future leadership challenges in an authentic educational setting.
Prerequisite: EDU 722 or ENC 722

EDU 741 - Applied Educational Media (3.0 hours)
Introduction to using technology to achieve educational goals, including pre-production (assessing need and resources, planning, and preparing), production (development and implementation), and post-production (assessment/evaluating technology and media application for effectiveness in an instructional environment).

EDU 742 - Instructional Design (3.0 hours)
Introduction to instructional design (ID) models and theories, including Universal Design for Learning, copyright, identifying instructional goals, analyzing learners and contexts, conducting instructional analyses, drafting performance/learning/instructional objectives, developing instruments for proper assessment, creating and selecting materials for instruction, and formative and summative evaluation of instruction.

EDU 743 - Learning Theories and Instructional Strategies in a Digita Digital Era (3.0 hours)
Introduction to theories of human learning, motivation, and instruction to inform instructional design practices that maximize effective, efficient, and engaging instruction in online learning environments.

EDU 744 - Student, Course, and Program Assessment in a Digital Era (3.0 hours)
Principles of assessment in a digital era, including the role of technology, ethics, and equity in assessments; processes for assessing student learning, and strategies for course- and program-level assessment to improve educational outcomes and support institutional goals.
Prerequisite: EDU 711 or ENC 711, EDU 743 or ENC 743

EDU 745 - Evaluating Educational Media (3.0 hours)
Exploration of how media choices and the use of artificial intelligence impact learning outcomes, accessibility, and engagement, processes for evaluating, selecting, and/or modifying educational media and technologies based on audience needs, instructional goals, and content types.
Prerequisite: EDU 711 or ENC 711, EDU 741 or ENC 741

EDU 748 - Advanced Instructional Design (3.0 hours)
Synthesize instructional design theories and processes, develop instructional assets in consultation with a content expert, evaluate an existing course using quality standards, and diagnose problems in various instructional design situations and contexts based on real-world challenges.
Prerequisite: EDU 742 or ENC 742

EDU 749 - Digital and Online Capstone (3.0 hours)
Capstone instructional design experience focused on digital design and development. Hands on application of instructional design theory and assessment of educational technologies, resulting in creation of a web-based portfolio that includes relevant, real-world educational technology artifacts.
Prerequisite: EDU 748 or ENC 748