TEACHING 1230 Introduction to Education 2 Credits
An introduction to the broad fields of teaching; objectives and principles of education; an exploration of teaching as a career choice (including elementary, middle, and high school teaching). (Field experience: 20 hours)
Components: Class

TEACHING 2010 Educational Media Theory 2 Credits
Teacher Candidates will be introduced to interrelationships of instructional design theory, selection, utilization and the operation of technology tools relevant to teaching in the classroom.
Components: Class, Laboratory

TEACHING 2020 Middle Level Exploratory I 1 Credit
The seminars are designed to acquaint the student with the field of middle level education and with the education of young adolescents. The seminars will also assist the student in understanding the 10-14 licensure program.
Components: Class

TEACHING 2030 Middle Level Exploratory II 1 Credit
The seminars are designed to acquaint the student with the field of middle level education and with the education of young adolescents. The seminars will also assist the student in understanding the 10-14 licensure program.
Components: Class

TEACHING 2130 Human Growth and Development 3 Credits
A general introduction to the developing child from infancy through adolescence. Individual students will focus on the developmental level of specific relevance to their future educational career. The physical, social, emotional, and cognitive areas of development will be reviewed in detail. Developmental research findings, individual differences, and the child’s development as a member of society and culture will be highlighted. The implication of human development for education and other work with children and youth will be an important focus of the course. Satisfies social science in depth for all School of Education majors ONLY.
Components: Class

TEACHING 2210 Foundations of Early Childhood Education 3 Credits
An overview of the field of early childhood education, including history, child development theory, program models and professional opportunities. Guided observation at the preschool level. The role of families and parent involvement is a component of this course. The School of Education conceptual design as it applies to early childhood education is explored. (Field experience: 10 hours.)
Components: Laboratory, Class
Prereqs/Coreqs: P: Admission to School of Education; C: TEACHING 4000 and TEACHING 3730

TEACHING 3040 Reading, Literacy, and Literature I 3 Credits
Focus on beginning reading techniques, innovations and approaches to reading, phonics, and other decoding strategies in primary school; planning and teaching reading lessons; assessing success in reading; examining the historical value of literature for children; integrating literature into the reading program; laboratory experiences in elementary classrooms. This course also includes the components candidates need to review for the Foundations of Reading Test.
Components: Laboratory, Class

TEACHING 3070 Meeting the Content and Language Needs of English Learners 3 Credits
This course is designed to prepare pre-service teachers to effectively teach English Learners (ELs) academic content and language acquisition in the mainstream K-12 classroom. Students will become familiar with the theoretical background of second language acquisition; strategies to meet the social and emotional needs of ELs, and learn how to accelerate academic achievement using the SIOP (Sheltered Instruction Observation Protocol) Model. Students will also become familiar with the WIDA Language Proficiency Standards as they relate to educational and language goals.
Components: Class
Prereqs/Coreqs: P Admission to School of Education; C: TEACHING 4000 and TEACHING 3730

TEACHING 3130 K-4 Methods for Cognitive Development 3 Credits
Teaching strategies and classroom management techniques appropriate for kindergarten and the primary grades. (Laboratory/Field experience)
Components: Class, Laboratory
Prereqs/Coreqs: C: TEACHING 3040 and TEACHING 3240 and TEACHING 4420
TEACHING 3140 Key Concepts and Characteristics in Middle Level Education 3 Credits
This course will focus on unique aspects of middle level education. Considering the middle level learner, the course will focus on the physical, intellectual, emotional and social development of young adolescents. Additionally, the course is intended to provide students with an introductory understanding of the philosophy and organization of middle level education and how this supports the needs of this population of learners.
Components: Class
Prereqs/Coreqs: P: TEACHING 1230 and Admission to the School of Education

TEACHING 3230 Teaching Science at the Middle and Secondary Schools 3 Credits
Methods, procedures and materials for science curriculum and instruction in the middle and secondary school. The School of Education knowledge base as it applies to science instruction is explored. Required of majors and minors in the natural sciences. Spring
Components: Class
Prereqs/Coreqs: P: admission to the School of Education

TEACHING 3240 Pre-K Methods for Cognitive Development 3 Credits
Theory of cognitive development of infants, toddlers and preschool children. Age-appropriate activities in the areas of health, math, science, social studies, ethnic studies, environmental education and creative thinking for preschool level. (Laboratory/Field experience)
Components: Class, Laboratory
Prereqs/Coreqs: P: TEACHING 2210 and admission to School of Education; C: TEACHING 4330 and TEACHING 4420

TEACHING 3320 Introduction to Inclusion 3 Credits
This course will expose students to several theories that impact the teaching and the learning process with a focus on the learner with exceptional learning needs. (Field experience required)
Components: Class, Discussion
Prereqs/Coreqs: P: TEACHING 2130 or PSYCHLGY 3130 or PSYCHLGY 3230 and TEACHING 1230 or HHP 2320 or consent of instructor

TEACHING 3520 Early Childhood Integrated Science Methods 2 Credits
This course addresses standards, methods, theories and materials related to teaching science. Coursework will include project-based learning design and implementation, focusing on topics specific to this learning population.
Components: Field Studies, Laboratory, Class
Prereqs/Coreqs: P: admission to the School of Education

TEACHING 3530 Teaching History and Social Studies at the Middle and Secondary Schools 3 Credits
A study of the goals, skills, issues, materials and the role of history and social studies instruction in middle and high schools. The School of Education knowledge base as it applies to history and social studies instruction is explored. Spring
Components: Class
Prereqs/Coreqs: P: admission to the School of Education

TEACHING 3540 Upper Elementary-Integrated Science Methods 2 Credits
This course addresses standards, methods, theories and materials related to teaching science. Coursework will include project-based learning design and implementation, focusing on topics specific to this learning population.
Components: Field Studies, Laboratory, Class
Prereqs/Coreqs: P: admission to the School of Education

TEACHING 3630 Ethnic and Gender Equity in Education 3 Credits
To increase an appreciation, understanding, and awareness of ethnic and gender equity issues in the educational process and in society. The student will view equity issues through research, historical, philosophical, sociological, and psychological perspectives and the implications that each arena has on the lives of all of us.
Components: Discussion, Class
Cross Offering: ETHNSTDY 3630, WOMGENDR 3630
GE: Ethnic Studies, Gender Studies

TEACHING 3640 Creative Development in Early Childhood 3 Credits
Theories and techniques for the enhancement of creative expression in young children. Age-appropriate activities in the areas of art, music, movement and dramatic play.
Components: Class

TEACHING 3730 Assessment and Management 3 Credits
Guidance, social emotional adjustment, developmental assessment, effective teaching strategies, classroom management techniques, and continuity of learning experiences. Review and critique of authentic and standardized assessment instruments for both formative and summative evaluation and report to parents.
Components: Class
Prereqs/Coreqs: P: Admission to School of Education; C: TEACHING 3040 and TEACHING 4000
TEACHING 3840 Reading in the Content Area for Middle Secondary Students 4 Credits
The purpose of this course is to promote the understanding of reading instruction and to assist teacher candidates in their competence in developing effective reading and language arts skills and habits in their students, especially in the content fields, in middle and high school. Required for early adolescence/adolescence teacher candidates.
Components: Class

TEACHING 4000 Elementary Practicum (Grades 1-3) 2 Credits
Pre-Student Teaching-Elementary Practicum in grades 1-3.
Components: Practicum
Prereqs/Coreqs: P Admission to the School of Education; C: TEACHING 3040 and TEACHING 3730

TEACHING 4020 Educational Media Application 2 Credits
This course will focus on the creation of instructional materials. Class activities incorporate hands-on, practical applications related to Educational Media Technology and its use in the classroom. Teacher Candidates will be expected to apply the fundamentals of planning, design, development and use of instructional materials. Teacher candidates will demonstrate the interrelationships of instructional design theory with selecting, utilizing, and producing instructional materials using technology tools relevant to effective teaching and learning in the classroom. Teacher Candidates will use essential instructional and productivity tools for instruction. As Teacher Candidates prepare for EdTPA and their own classroom, candidates in this course will have the opportunity to practice and use educational media and equipment in cooperative, multicultural, learning environments and in various small learning communities and microteaching situations.
Components: Class, Laboratory
Prereqs/Coreqs: P: TEACHING 2010

TEACHING 4030 Management for Children with Disabilities (CWD) 3 Credits
This course is designed to increase awareness and ability to implement various behavior management strategies with children with Specific Learning Disabilities (SLD) and with children with Emotional Behavioral Disabilities (EBD). Within this awareness, teachers will be able to prepare and implement an effective behavior management plan that will assist students in school, home and community. This class will present the spectrum of intervention and social skill strategies, motivational techniques along with guidelines for their use with children, transescents, and adolescents with SLD and EBD.
Components: Class
Prereqs/Coreqs: P admission to the School of Education

TEACHING 4040 Reading, Literacy and Literature II 3 Credits
Reading processes, expanding word recognition strategies, comprehension, reading rates, vocabulary, reading interests, selection and use of reading materials, evaluation of the reading progress, laboratory experiences with children, integrating literature into middle childhood.
Components: Laboratory, Class
Prereqs/Coreqs: P Admission to School of Education and TEACHING 3040 ; C: TEACHING 4080 and TEACHING 4160 and TEACHING 4170 and TEACHING 4190 and TEACHING 4250

TEACHING 4050 Middle Level Professional Semester 18 Credits
This course is designed for students seeking certification to teach at the middle level. Through this course, students will develop, practice, refine, and demonstrate the knowledge, skills, and dispositions needed to become excellent middle level teachers. The course will address methods of teaching that are specific to the core content areas of language arts, mathematics, science, and social studies, as well as more general teaching methods appropriate for use at the middle level. The course will include a study of the physical, intellectual, emotional, social, and moral development of young adolescents. Educational philosophies and theories of learning will be discussed, and students will become proficient in the use of various assessment and evaluation strategies and in the use of technology in the classroom. A field experience in a middle school is included in this course.
Components: Class
Prereqs/Coreqs: P admission to the School of Education

TEACHING 4060 Teaching World Languages: Theory and Practice 3 Credits
Designed to prepare future teachers of French, German, and Spanish for successful careers. This course blends the theory of second language acquisition with the practice of teaching according to the State Standards.
Components: Class

TEACHING 4070 Post Student Teaching Seminar 2 Credits
This course is designed as a capstone course for pre-service teachers who are completing the middle level education 10-14 (early adolescence) licensure program. Throughout this course, pre-service teachers will develop, practice, refine, and demonstrate the knowledge, skills, and dispositions needed to become excellent middle level teachers. Students will complete their licensure/level III portfolios that are required for licensure and program graduation. The course will reflect on the methods of teaching that pre-service teachers drew from their experiences of student teaching. The course will use practical experiences to put into context the developmental natures of early adolescent learners and how those natures impact classroom practices. Educational philosophies and theories of learning will be discussed.
Components: Seminar
TEACHING 4080 Practicum-Grades 4-6 2 Credits
Pre-Student Teaching Practicum in a grade 4-6 setting.
Components: Practicum
Prereqs/Coreqs: P Admission to the School of Education and TEACHING 4000; C: TEACHING 4040, TEACHING 4160 and TEACHING 4170 and TEACHING 4190 and TEACHING 4250

TEACHING 4120 Pre-Student Teaching and Seminar in an Inclusionary Environment 2 Credits
Observation of children/youth in learning situations, participation in learning activities of the classroom, teaching several lessons, and evaluation of teaching-learning experiences in an CWD environment. Required of students working towards a special education/inclusion minor.
Components: Seminar
Prereqs/Coreqs: P admission to the School of Education

TEACHING 4150 Assessing Children with Disabilities (CWD) 3 Credits
A survey of psychological testing with emphasis on the evaluation, administration, interpretation, and statistical analysis of the results of psychological testing devices and techniques.
Components: Class
Prereqs/Coreqs: P admission to the School of Education

TEACHING 4160 Teaching Elementary Science 3 Credits
This course addresses standards, methods, theories and materials related to teaching science. Coursework will include project-based learning design and implementation, physics and engineering principles.
Components: Field Studies, Laboratory, Class
Prereqs/Coreqs: P Admission to School of Education; C: TEACHING 4040 and TEACHING 4080 and TEACHING 4170 and TEACHING 4190 and TEACHING 4250

TEACHING 4170 Teaching Elementary Mathematics 3 Credits
This course addresses standards, methods, theories and materials related to teaching mathematics in early childhood and elementary settings.
Components: Class
Prereqs/Coreqs: P a "C-" or better in MATH 3030 and admission to the School of Education; C: TEACHING 4040 and TEACHING 4080 and TEACHING 4160 and TEACHING 4190 and TEACHING 4250

TEACHING 4180 Practicum - Middle grades 6-8 2 Credits
Pre-student teaching practicum in the middle grades 6-8. The purpose of this practicum is to allow our pre-service teachers the opportunity to observe young adolescence in learning situations, participate in the learning activities of the classroom, and to co-teach and observe in multiple content areas. They will also gain knowledge and understanding of the professional life of a teacher.
Components: Practicum
Prereqs/Coreqs: P Admission to the School of Education; C: TEACHING 3540

TEACHING 4190 Teaching Elementary Social Studies 3 Credits
This course focuses on content, methods, and development needs of early childhood/elementary in social studies.
Components: Class
Prereqs/Coreqs: P Admission to the School of Education; C: TEACHING 4040 and TEACHING 4080 and TEACHING 4160 and TEACHING 4170 and TEACHING 4250

TEACHING 4200 Transitions for Children with Disabilities (CWD) 3 Credits
This course is designed to help teachers acquire knowledge and develop skills and strategies that will help them make school learning more relevant to life outside of and after K-12 school. Students will study and evaluate developmental career and vocational education, transition, and education for employment programs and approaches. Course emphasis is on development of educational approaches and programs for students with exceptional educational needs. (Spring and odd Summers)
Components: Class
Prereqs/Coreqs: P admission to the School of Education

TEACHING 4210 Pre-Student Teaching at Middle/Secondary Level 2 Credits
Observations of youth in learning situations, participation in the learning activities of the classroom, teaching several lessons, and evaluation of teaching-learning experiences. Required of students who are preparing to teach 10-21, middle/secondary, or B-21 special subject majors. Students should take this course concurrently with the appropriate methods. (Field experience: 40 hours per credit)
Components: Class
Prereqs/Coreqs: P admission to the School of Education and TEACHING 3320
TEACHING 4220 Advising, Interaction and Communication 2 Credits
This course focuses on the classroom counseling skills required of middle school teachers to include listening, group dynamics, encouragement and non-verbal communication. The emphasis of the course will be on group guidance activities in the classroom setting.
Components: Class
Prereqs/Coreqs: P. admission to the School of Education; TEACHING 3110 and TEACHING 3120; C: TEACHING 4620

TEACHING 4240 Early Childhood Practicum (4K-K) 2 Credits
Components: Field Studies
Prereqs/Coreqs: P Admission to School of Education; C: TEACHING 3240

TEACHING 4250 Senior Seminar 2 Credits
This course provides a balanced view of the sociological, philosophical, and ethical forces affecting early childhood/middle childhood education in America. Students will re-model lesson plans with critical thinking strategies and reflect on prior experiences in schools in order to form judgments about ethical teaching behavior.
Components: Seminar
Prereqs/Coreqs: P Admission to the School of Education; C: TEACHING 4040, TEACHING 4080, TEACHING 4160, TEACHING 4170, TEACHING 4190

TEACHING 4260 Student Teaching Early Elementary 2-6 Credits
Components: Field Studies
Prereqs/Coreqs: P TEACHING 4080 C: TEACHING 4360 and TEACHING 4990

TEACHING 4330 Administration and Family Relations in Early Childhood 3 Credits
Development of managerial and leadership roles, knowledge of requirements for licensure and licensing, effective communication with staff and parents, community relations, and advocacy.
Components: Class
Prereqs/Coreqs: P admission to the School of Education and TEACHING 2210

TEACHING 4360 Student Teaching Elementary 6 Credits
Components: Field Studies
Prereqs/Coreqs: C: TEACHING 4260 and TEACHING 4990

TEACHING 4420 Oral Language and Emergent Literacy 2 Credits
The development of communication, acquisition of language, development of phonology, structure of language, dialect variations, how language is acquired, assessment of language and communication skills, and classroom approaches to oral language development. (Laboratory/Field experience)
Components: Class, Laboratory
Prereqs/Coreqs: P TEACHING 2210; C: TEACHING 4330 and TEACHING 3240

TEACHING 4460 Student Teaching 10-14 6-12 Credits
Components: Field Studies
Prereqs/Coreqs: P TEACHING 4210; C: TEACHING 4990

TEACHING 4530 Current Topics in Education 1-3 Credits
Study of a selected topic determined by an identified need. For example: current issues, ideas and topics of interest to a particular group of teachers.
Components: Class

TEACHING 4560 Student Teaching 10-21 Secondary 6 Credits
Components: Field Studies
Prereqs/Coreqs: P TEACHING 4210; C: TEACHING 4460 and TEACHING 4990

TEACHING 4620 Teaching Transescents 2 Credits
This course provides an overview of the curricular and instructional practices appropriate for the young adolescent learner. Issues, trends and research relevant to effective middle level practices will be discussed.
Components: Class
Prereqs/Coreqs: P admission to the School of Education and TEACHING 3110 and TEACHING 3120; C: TEACHING 4220

TEACHING 4630 Learning and Language Disorders 3 Credits
Course will review pre-kindergarten/kindergarten through young adult development and identification with children with disabilities (CWD); emphasize diagnosis and remediation of learning disorders through a special education approach with emphasis on inclusion model; study of appropriate learning environments.
Components: Class
Prereqs/Coreqs: P. Junior standing or consent of instructor
TEACHING 4660 Student Teaching B-21 6-12 Credits
Components: Field Studies
Prereqs/Coreqs: P: TEACHING 4210 or PHYSED 4530; C: TEACHING 4990

TEACHING 4670 Methods of Teaching English as a Second Language 3 Credits
Examines the characteristics of second or other language acquisition and how they influence the effectiveness of different methods of teaching English as a Second Language. Includes teacher/learner characteristics and strategies, teaching varieties of language, review of methodologies, communicative competence, and syllabus design.
Components: Class
Cross Offering: ENGLISH 4670
Prereqs/Coreqs: P: (ENGLISH 1130 or ENGLISH 1040) and ENGLISH 1230

TEACHING 4710 Independent Study in Education 1-3 Credits
Supervised individual study of a topic selected by the student with staff approval.
Components: Independent Study

TEACHING 4730 Working with Families 2 Credits
Course enables teachers and other professionals to provide parents and other family members with knowledge and skills to become full partners in the educational process by learning advocacy techniques. Professionals need more information relative to parent's needs and participation. Identification of needs and concerns of family members of persons with disabilities should lead to design of programs that facilitate family participation in all phases of schooling process. Teachers and parents working together should lead to more effective outcomes for students with disabilities as they go through school and prepare to live, work and recreate in the community as adults.
Components: Class
Prereqs/Coreqs: P admission to the School of Education

TEACHING 4750 Practicum in Teaching English as a Second Language 3 Credits
Observing teachers and students in TESL settings, participating in TESL teaching and tutoring activities including lesson preparation, and evaluating the teaching/learning experiences.
Components: Class
Cross Offering: ENGLISH 4740
Prereqs/Coreqs: P or C: ENGLISH 4670

TEACHING 4760 Internship in Teaching 12 Credits
This course is designed for those teacher education candidates who have been hired as intern teachers by school districts to fulfill the Department of Public Instruction required student teaching practicum. As part of this course, the teacher candidate will complete the professional teacher education graduation portfolio.
Components: Field Studies
Prereqs/Coreqs: P TEACHING 4210 or TEACHING 4080 C: TEACHING 4990

TEACHING 4830 Strategies for Effective Inclusion 3 Credits
This course is designed to help the future/current general education teacher to meet the needs of students with disabilities who are in general classrooms. This class is designed to increase the comfort level, skill level, and confidence level of teachers with this work.
Components: Class