

# TEACHING (TEACHING)

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## **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 2050 Historical & Current Topics in Special Education 3 Credits**

In this course teacher candidates will learn about the historical foundations and the current trends in education which influence policy and practice. Particular attention will be focused on disability studies in education and intersectionality of identities.

**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 2170 Foundations of Educational Technology 3 Credits**

Foundations of Educational Technology will provide students with the foundational knowledge of why educational technology is a valuable asset and what tools have the greatest impact.

**Components:** Laboratory, Class

## **TEACHING 2240 Foundations of Education: History & Practice in Rural America 3 Credits**

This course evaluates the history of theories and practices of education with an emphasis upon education and rural intersections.

**Components:** Class

**Prereqs/Coreqs:** P. TEACHING 1230

## **TEACHING 3020 Access to the General Curriculum 1 Credit**

The purpose of this course is to prepare special educators to develop curriculum for students with disabilities that is aligned with general education content. This online module will reinforce concepts of UDL, developing meaningful standard aligned objectives, and adapting general curriculum content. Special education teacher candidates will take this course while in their K-8 practicum so they are able to practice and implement concepts to develop a UDL unit plan in a content area (i.e., math or science).

**Components:** Class

**Prereqs/Coreqs:** P. Admission to School of Education, TEACHING 4830, TEACHING 4200, TEACHING 4270, TEACHING 4030; C: TEACHING 4120

## **TEACHING 3040 Reading and Literacy in the Elementary and Middle School 3 Credits**

This course introduces teacher candidates to the theoretical and practical aspects of literacy instruction with specific attention to teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension to the elementary and middle level child. Candidates will explore strategies, materials, and learning environments that support literacy development. The course will explore characteristics of emerging, developing, transitional, and skilled readers. Literacy is viewed as a developmental process with promoting children's love of reading and time spent reading as crucial elements.

**Components:** Class

**Prereqs/Coreqs:** P. Admission to School of Education; C: TEACHING 4000, TEACHING 4190

## **TEACHING 3070 Meeting Content & Language Needs of English Language 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

## **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 3190 Community Based Learning 3 Credits**

This course simultaneously focuses upon history and the strategies to create meaningful learning opportunities with their community.

**Components:** Class

**Prereqs/Coreqs:** P. TEACHING 1230

**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 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 3440 Equity Education & Culturally Relevant Pedagogy in the Multicultural Classroom 3 Credits**

This course introduces students to the principles of multicultural education and the role of multicultural educators in a diverse society. Students will explore how racism, sexism, classism, nativism, etc. create educational opportunity gaps in the learning experiences of diverse students and lead to uneven academic development. Future teachers will also learn skills to recognize educational inequities and address the needs of all students in their future classrooms.

**Components:** Discussion, Class

**Prereqs/Coreqs:** P. An Ethnic Gender/Women Studies general education course and TEACHING 2240, or instructor permission

**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 Interdisciplinary STEM 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:** Class, Laboratory, Field Studies

**Prereqs/Coreqs:** P. Admission to the School of Education, TEACHING 4000, and TEACHING 4080; C: TEACHING 3840, TEACHING 4370, TEACHING 4400, and TEACHING 4180

**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 3730 Instructional Design and Assessment 3 Credits**

This course provides teacher candidates with opportunities to apply learning theories and frameworks, developmentally appropriate learner engagement, project-planning, and content expertise in designing instruction that utilizes Backwards Design principles. Students will consider aspects of 21st Century learning design, incorporating appropriate media and technologies in their unit planning process, to engage and enhance learning opportunity. Additionally, the purpose, uses, and intentionality one should take in planning and administering assessment with a focus on learning will be considered. The opportunity to engage in the creation of lesson and unit plans, with intentional planning to utilize assessment instruments for both formative and summative evaluation that is aligned to learning outcomes, will be emphasized.

**Components:** Class

**Prereqs/Coreqs:** P. Admission to School of Education

**TEACHING 3840 Disciplinary Literacy 3 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.

**Components:** Class

**Prereqs/Coreqs:** P. Admission to the School of Education, TEACHING 4000, and TEACHING 4080; C: TEACHING 4370, TEACHING 3540, TEACHING 4400, and TEACHING 4180

**TEACHING 4000 Reading & Social Studies Practicum 1 Credit**

Pre-Student Teaching-Elementary Practicum in reading and social studies.

**Components:** Practicum

**Prereqs/Coreqs:** P. Admission to the School of Education; C: TEACHING 3040 and TEACHING 4190

**TEACHING 4030 Positive Classroom Environments 3 Credits**

Teacher candidates will learn about positive behavior support from theoretical, systemic, and individual perspectives. Teacher candidates will be introduced to functional behavioral assessments for students with challenging behaviors as well as preventive models of intervention that focus on building family, community, and school-wide positive behavioral support. Content in this course will support teacher candidates with using data from assessments to make educational decisions for students with disabilities.

**Components:** Class

**Prereqs/Coreqs:** P. Admission to the School of Education, TEACHING 2050, and TEACHING 4420; C: TEACHING 4830, TEACHING 4200, and TEACHING 4270

**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 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 4080 Math & Science Practicum 1 Credit**

Pre-Student Teaching Practicum in math science.

**Components:** Practicum

**Prereqs/Coreqs:** P. Admission to the School of Education; C: TEACHING 4300 and TEACHING 4160

**TEACHING 4120 Special Education Practicum K-8 1 Credit**

Observation of elementary/middle level students in learning situations, participation in learning activities of the classroom, teaching several lessons, and evaluation of teaching-learning experiences in a special education environment.

**Components:** Practicum

**Prereqs/Coreqs:** P. Admission to the School of Education, TEACHING 4830, TEACHING 4200, TEACHING 4270, and TEACHING 4030; C: TEACHING 3020

**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 & Middle 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:** Laboratory, Field Studies, Class

**Prereqs/Coreqs:** P. Admission to the School of Education; C: TEACHING 4300 and TEACHING 4080

**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 Interdisciplinary Practicum 1 Credit**

Pre-student teaching practicum 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, TEACHING 4000, TEACHING 4080; C: TEACHING 3840, TEACHING 4370, TEACHING 3540, and TEACHING 4400

**TEACHING 4190 Teaching Elementary & Middle Social Studies 3 Credits**

This course focuses on content, methods, and development needs in elementary middle level social studies.

**Components:** Class

**Prereqs/Coreqs:** P. Admission to School of Education; C: TEACHING 3040 and TEACHING 4000

**TEACHING 4200 Methods in Transition & Vocational Instruction 1 Credit**

This course is designed to provide teacher candidates with knowledge, strategies, and resources necessary to prepare adolescents and young adults with disabilities for the transition from school to future careers, postsecondary and continuing education, and independent living. Teacher candidates will learn about student-centered transition planning and facilitating transition plans and utilizing community resources to conduct vocational instruction.

**Components:** Class

**Prereqs/Coreqs:** P. Admission to the School of Education, TEACHING 2050, and TEACHING 4420; C: TEACHING 4830, TEACHING 4270, and TEACHING 4030

**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 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 6 Credits**

Student Teaching

**Components:** Field Studies

**Prereqs/Coreqs:** P. TEACHING 4080

**TEACHING 4270 Special Education Practicum Seminar 6-12 1 Credit**

Observation of children/youth in learning situations, participation in learning activities in the classroom, teaching several lessons, and evaluation of teaching-learning experiences in a special education classroom environment, grades 6-12. Students will examine best practices in effective classrooms and the responsibilities of educators.

**Components:** Practicum

**Prereqs/Coreqs:** P. Admission to School of Education, TEACHING 2050, TEACHING 4420

**TEACHING 4300 Elementary - Middle Level Mathematics I 3 Credits**

Elementary and Middle Level I is the first course in a two-course sequence of methods courses for preservice educators pursuing a K-9 license. The topics of emphasis in this course include numbers and the decimal system; fractions; addition and subtraction; multiplication of fractions, decimals, and negative numbers; division; and number theory. As mathematics teaching is a complex activity that requires both theoretical and practical knowledge, topics are approached with a goal of preparing mathematics educators who are confident and competent in the pedagogical skills of teaching with understanding, demonstrating the ability to engage in problem solving activities, while explaining their reasoning with academic language, appropriate models, and accurate notation.

**Components:** Class

**Prereqs/Coreqs:** P. a 'C' or better in MATH 15, or mathematics proficiency 15 or above. P. Admission to School of Education

**TEACHING 4360 Student Teaching Elementary 6 Credits**

Student Teaching

**Components:** Field Studies

**Prereqs/Coreqs:** P. TEACHING 4080

**TEACHING 4370 Elementary - Middle Level Mathematics II 3 Credits**

Elementary and Middle Level II is the second course in a two-course sequence of methods courses for preservice educators pursuing a K-9 license. The topics of emphasis in this course include visualization; angles; geometric shapes / properties / constructions; measurement (length, area, volume, angles); converting measurement; principles underlying calculation of area and volume; why area and volume formulas are valid; area -vs- perimeter; transformation geometry: reflections, translations, rotations; symmetry; congruence; similarity; scaling; basic descriptive statistics; probability. As mathematics teaching is a complex activity that requires both theoretical and practical knowledge, topics are approached with a goal of preparing mathematics educators who are confident and competent in the pedagogical skills of teaching with understanding, demonstrating the ability to engage in problem solving activities, while explaining their reasoning with academic language, appropriate models, and accurate notation.

**Components:** Class

**Prereqs/Coreqs:** P. a 'C' or better in TEACHING 4300 and admission to the School of Education

**TEACHING 4390 Teaching of English in Middle and Secondary Schools 3 Credits**

The objectives, methods and materials dealing with the teaching of middle or high school English. Does not count toward the English major or minor.

**Components:** Class

**Prereqs/Coreqs:** P. (ENGLISH 1130 or ENGLISH 1040) and ENGLISH 1230, admission to School of Education, and English Education Majors and minors who have junior standing

**TEACHING 4400 Social Justice Education in the Rural Classroom 3 Credits**

This course provides students an experiential learning opportunity to implement social justice education in rural schools. Students will deepen their understanding of theoretical frameworks, such as, critical theories, multicultural education, and place-based education that inform the work of social justice oriented teaching practice and develop skill to apply these theories in their future classrooms. Students will also formulate their teaching philosophies as they understand their roles of future teachers in creating a democratic society.

**Components:** Class

**Prereqs/Coreqs:** P. Admission to the School of Education and TEACHING 4000 and TEACHING 4080; C: TEACHING 3840 and TEACHING 4370 and TEACHING 3540 and TEACHING 4180

**TEACHING 4420 Methods in Literacy & Language Instruction for Students with Disabilities 3 Credits**

Teacher candidates will learn foundational strategies to successfully implement balanced and structured literacy instruction to support students with disabilities in the general education classroom.

**Components:** Class

**TEACHING 4460 Student Teaching 10-14 6-12 Credits**

Student Teaching

**Components:** Field Studies

**Prereqs/Coreqs:** P. TEACHING 4210 or 4180

**TEACHING 4490 IEP Developmental Seminar 1 Credit**

Teacher candidates will learn and participate in the process of IEP development. This seminar should take place during the same semester of student teaching. The seminar is designed to have teacher candidates collect assessment data in their placements and engage in discussions and exercises as they move through the IEP process during seminar.

**Components:** Seminar

**Prereqs/Coreqs:** P. Admission to School of Education, TEACHING 3020, TEACHING 4120

**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**

Student Teaching

**Components:** Field Studies

**Prereqs/Coreqs:** P. TEACHING 4210; C: TEACHING 4460

**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**

Student Teaching

**Components:** Field Studies

**Prereqs/Coreqs:** P. TEACHING 4210 or HHP 4530

**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

**TEACHING 4830 Strategies for Effective Inclusion & Collaboration 3 Credits**

This is the 'Inclusion Toolbox' Course! This will be a course where future educators learn strategies that will prepare them to be collaborative team members and provide the tools for them to be advocates for inclusive education. Topics will include: collaboration with professionals, community, and family members, MTSS, UDL, or co-teaching.

**Components:** Class

**Prereqs/Coreqs:** P. Admission to the School of Education, TEACHING 2050, and TEACHING 4420; C: TEACHING 4200, TEACHING 4270, and TEACHING 4030