

TEACHING AND LEARNING (T&L)

T&L 311 | THE NATURE OF ENGLISH | 4 quarter hours (Undergraduate)

This course is designed to help students to see that the field of English Studies is bigger than the component they probably identify as English (it's Literature, Writing, and Linguistics/Grammar). Students will explore the formation of the discipline up to the current day, focusing on the shifting understanding of ways of reading, writing and thinking about language. They will strive to answer the questions: "What does it mean to be a student of language and literature?" and, "What are the ways of knowing characteristics of English and Writing, Rhetoric, & Discourse majors?" In doing so, students will relate the disciplinary content of their major to their daily lives and interests and to the larger framework of human endeavor and understanding, including identifying its importance to the personal lives of middle grades and high school students. The course is a prerequisite for TCH 321.

T&L 404 | INTRODUCTION TO ELEMENTARY EDUCATION | 4 quarter hours (Graduate)

This is the first in a sequence of theory and practice courses that serves to familiarize teaching candidates with the world of elementary schools. Through observation and participation in schools, self-reflection, independently created assignments, cooperative learning assignments and classroom discussion, candidates will acquire familiarity with schools and classrooms including: social/cultural context, classroom climate, classroom management, curricular coherence, standards-based instruction, and teacher professional beliefs and practices. Written critical reflections and papers serve as initial foundation for the development of teaching philosophies.

T&L 405 | INTRODUCTION TO THE ROLE OF SCHOOL SERVICE PERSONNEL: SCHOOL NURSE | 4 quarter hours (Graduate)

This course focuses on organizational aspects of the school environment including the role of the school nurse as the administrator of the school health program, and as an advocate for children. The course also explores legal mandates that impact school communities, parent communication, common psychological issues impacting today's children, and the importance of collaborating with the school counselor, social worker, special education teacher, and other relevant personnel. Only students in the School Nurse program may take this course.

T&L 406 | LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8) | 4 quarter hours (Graduate)

This course examines language acquisition and development in young children, including culturally and linguistically diverse learners and children with atypical language development. Attention will be given to dialectical issues as these apply to growth and development of linguistic competencies through the early childhood years. Explored in this course are the core topics of linguistic: morphology, syntax, semantics, pragmatics, phonetics, and phonology. Psycholinguistic and sociolinguistic theories anchor the discussion of language learning in childhood. Issues of language delay and processing of symbolic information to facilitate the development of articulation, fluency, voice, and functional language are included.

T&L 407 | PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGY | 4 quarter hours (Graduate)

Students will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, creative, and cognitive development of preschool children from diverse cultural and socioeconomic backgrounds. Methods of facilitating children's play, individualization through building on children's experiences, learning styles and interests, using technology, and developing learning centers will be emphasized. Assessment practices are incorporated in this experience.

T&L 408 | CURRICULUM AND INSTRUCTION IN PRIMARY GRADES | 4 quarter hours (Graduate)

This course provides an examination of the objectives, content, methods and materials used in the primary grades of elementary schools. A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher-led instruction and student-centered instruction. Students will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they take part in laboratory and clinical experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be offered. Each student will prepare one teaching unit on a primary social studies theme. Appropriate tests and assessment are included.

T&L 409 | PROFESSIONAL PRACTICE IN ELEMENTARY SCHOOLS | 4 quarter hours (Graduate)

This course is an introduction to the professional roles required of elementary school teachers. Students will develop a knowledge-based framework for considering the many factors involved in decision-making in an elementary classroom. This framework will serve to guide students as they create a social studies curriculum unit, which integrates planning skills, teaching strategies, classroom management and evaluation techniques. Daytime clinical hours are required during this course. (Only for Special and Elementary Education (SEE) majors).

T&L 410 | CHILDREN'S LITERATURE AND FAMILY LITERACY | 4 quarter hours (Graduate)

This course addresses literacy development in young children and the roles of families and early childhood programs in fostering that development. Strategies for enhancing literacy, such as word play, storytelling, conversations will be provided and all appropriate genres of children's literature will be explored. Finally, the course features appropriate poetry, early books for infants and toddlers, read-aloud materials, and all genres of children's literature for young children.

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 411 | ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS | 4 quarter hours (Graduate)

Candidates will study, use, and evaluate early childhood assessment methods and tools that are appropriate for young children with diverse learning, cultural, and socioeconomic experiences. Focus of the course is on the teacher candidate's acquisition of knowledge and skill regarding an array of formal and informal assessment instruments and techniques used to gather information needed for making decisions about typical and atypical children served in individual and group learning situations. Focus is directed toward the development of curricular goals and instructional approaches that evolve from the assessment information. Such information is used to create learning plans, including Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP), serving child and family responsively.

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 412 | EMERGING READING AND LANGUAGE ARTS | 4 quarter hours (Graduate)

This course focuses on the curriculum content and sequence, instructional and assessment strategies as well as considerations integral to the creation of authentic, effective emergent literacy environments and engagements for first through third grade. Theory and practice principles are woven into course assignments and required field experiences designed to observe, teach, and reflect upon instructional decisions made for individual as well as groups of children. Prevailing curricular and instructional models (e.g., code-based, meaning-oriented, balanced) and their histories are compared and contrasted. The influences of development, home language(s) and dialect(s) (especially those of U.S. metropolitan areas), and educational settings are studied and applied to candidate instructional planning and teaching. Case studies and lesson planning facilitate the application of course content.

T&L 404 and admission to a College of Education graduate program are prerequisites for this class.

T&L 413 | READING/LANGUAGE ARTS IN THE INTERMEDIATE GRADES | 4 quarter hours (Graduate)

This course extends Emerging Reading and Language Arts to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate grades. Emphasis is placed on the complex nature of literacy addressing issues such as content-area literacies, learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Application of course material is facilitated through fieldwork focusing on the design, teaching, and reflection on literacy lesson(s) for intermediate learners.

T&L 412 and admission to a College of Education graduate program are prerequisites for this class.

T&L 415 | TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE | 4 quarter hours (Graduate)

This course is an introduction to materials, methods and strategies for helping students in grades 1-6 become scientifically literate: i.e., to understand the nature of science and its impact on technology. Particular attention will be given to theoretical views about how children learn science, the proper use of materials and equipment, the development of scientific thinking, e.g., skills in observing, classifying, collecting, and interpreting data, questioning strategies, and ways to assess student progress. Inquiry-based lesson plans and case studies invite application of course content. Daytime field required during this course.

(T&L 404 or T&L 409) and admission to a College of Education graduate program are prerequisites for this class.

T&L 416 | TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS | 4 quarter hours (Graduate)

This course is an introduction to materials, processes for developing, and strategies for mathematical literacy in grades 1-6. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or spatial perception; the use of technology, and ways to assess student progress. Lesson planning, teaching, and critical reflection are an integral component of this course. Clinical hours required.

(T&L 404 or T&L 409) and admission to a College of Education graduate program are prerequisites for this class.

T&L 418 | LEARNING THROUGH THE ARTS | 4 quarter hours (Graduate)

This course focuses on the arts (visual art, music, drama and dance) as an integral component of teaching and learning in the elementary school curriculum. Students will explore a variety of art forms and disciplines to develop a critical aesthetic and artistic vocabulary. Students learn to help children utilize artistic media in the exploration and expression of thoughts and feelings. Emphasis is placed on design, construction, and implementation, and assessment of authentic conceptual classroom arts activities that integrate the arts with other classroom curricula. Daytime clinical hours (10) are required during this course.

T&L 419 | CURRICULUM AND STRATEGIES: SOCIAL STUDIES | 4 quarter hours (Graduate)

This course is an introduction to an integrated view of social studies for engaged citizenship. Through the study of strategies (such as concept formation, historical inquiry, role-play, etc), materials (such as primary sources) teacher candidates will learn and apply principles of curricular integration to create curriculum/units that engage elementary learners in the exploration of issues, ideas, and perspectives that impact our world.

T&L 404 and admission to a College of Education graduate program are prerequisites for this class.

T&L 420 | MATH AND SCIENCE IN EARLY CHILDHOOD | 4 quarter hours (Graduate)

This course applies child development principles to the planning of science and mathematics experiences for both typically and atypically developing young children. Emphasis is placed on understanding how children develop problem-solving skills, and on recognizing how teachers can facilitate inquiry-discovery experiences for young children with diverse learning styles and needs. Course assignments include participation in experiments and field-based experiences in mathematics and sciences. Teacher candidates are required to develop and provide developmentally and culturally appropriate activities in science and mathematics activities for young children.

SCG 404, T&L 432, and admission to a College of Education graduate program are prerequisites for this class.

T&L 421 | CHILD AND FAMILY IN THE URBAN COMMUNITY | 4 quarter hours (Graduate)

This course focuses on understanding the diversity of children and families in approaches to development, learning, and disability. Strategies in developing positive and supportive relationships with families of young children with special needs, including family-centered practices, will be explored. Particular attention is given to the challenges faced by teachers and other professionals in early intervention in assessing children's needs and providing services, which are reflective of the child's development within his/her diverse cultural and community context. In addition, the course examines ways to develop and maintain productive and collaborative relationships among professionals and families, communities, and other professionals across the range of support systems in the IFSP and IEP planning processes.

T&L 422 | CLASSROOM ASSESSMENT | 4 quarter hours (Graduate)

This course focuses on study, use, and evaluation of assessment practices in diverse, elementary school contexts. Assessment is addressed as part of instructional systems, attending to issues including: the appropriate use of standardized measures, formal and informal classroom assessment, portfolio development, as well as reporting to all stakeholders. This course also emphasizes ways of involving students and parents in assessment processes, how to observe and assess children individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system.

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 423 | FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD | 4 quarter hours (Graduate)

This course is designed to prepare early childhood pre-service teachers to work with children who present a variety of challenging behaviors in the classroom. Grounded in principles of Applied Behavior Analysis, the philosophy of the course is based on the premise that understanding the underlying causes of children's externalizing and internalizing behavior enables the teacher to utilize appropriate techniques in conducting behavior intervention and classroom management. Using Positive Behavioral Support and Functional Behavior Analysis (a competency required for all teachers under the provisions of IDEA), students will learn how to design and develop a Behavior Intervention Plan. Diverse methods for addressing a variety of behaviors are explored and practiced through field-based assignments that include application of behavioral assessment and intervention tools, as well as techniques. Understanding the impacts of current legislation, policy and research on practice is fostered and developed.

SCG 404 and admission to a College of Education graduate program is a prerequisite for this class.

T&L 425 | CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION | 4 quarter hours (Graduate)

This course will examine materials, methods, and techniques appropriate for teaching in secondary schools. Topics include writing instructional objectives, developing lesson plans, designing a curriculum unit, understanding classroom management and assessment related issues. Students will be encouraged to reflect upon their own emerging educational philosophies as well as draw from previous courses they have taken. Students will be given many opportunities for planning, using and evaluating a variety of instructional strategies while preparing and teaching a micro lesson in front of their peers. Students will be committed to teaching as a professional acting responsibly, ethically, and collegially in accordance to Vincentian Personalism. 30 hours Level 1 Field Experience required.

T&L 427 | YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS | 4 quarter hours (Graduate)

This course is a survey of the field of early childhood special education, including the Early Intervention System. Characteristics of infants, toddlers, and young children with special needs are examined in this course. Methods of working with different disabilities during children's early years will be explored. Strengths and needs of families of young children with disabilities and collaboration with family members will be emphasized. Understanding the impacts of current legislation, policy, and research on practice is fostered and developed.

SCG 404 and admission to a College of Education graduate program is a prerequisite for this class.

**T&L 430 | TEACHING LITERACY K-12 | 4 quarter hours
(Graduate)**

This course provides an overview of the curriculum, instruction, and assessment strategies used in K-12 classrooms to foster and develop students' L1 and L2 literacies. Through guided examination of prevailing theories of language acquisition and development that currently influence classroom practices across the K-12 continuum, this course enables future teachers of world languages to grow in their understanding of the literacy-learning contexts that students will bring to their language classrooms. Issues that emerge in planning and conducting literacy instruction in schools are discussed and deliberated through university classroom experiences as well as required field experiences (15 hours, minimum; level 1). Course participants enjoy multiple opportunities to apply and analyze theories; to observe, critique, and practice instructional strategies; to make informed curricular and instructional decisions; and to use assessment to inform one's planning.

**T&L 432 | EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8) | 4 quarter hours
(Graduate)**

Operating from a constructivist curricular perspective that considers individual child and the social learning context, candidates will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, aesthetic, creative, and cognitive development of young children from diverse cultural and socioeconomic backgrounds. Methods of facilitating children's play; individuation through building on children's experiences, learning styles and interests; using technology and, developing learning centers will be emphasized. A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher led instruction and student-centered instruction. Students will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they take part in laboratory and field experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be offered. Each student will write at least one teaching unit on a primary social studies theme. (Combination of previous T&L 407 and T&L 408)

Admission to a College of Education graduate program is a prerequisite for this class.

**T&L 433 | EARLY CHILDHOOD SPECIAL EDUCATION STRATEGIES | 4 quarter hours
(Graduate)**

This course focuses on a range of curricular and instructional strategies that foster individual abilities and meet the individual learning needs within the contexts of group and individualized instruction in a variety of learning situations: classrooms, community and home environments. Teacher candidates acquire knowledge and skill to develop individual long-term and short-term educational service plans based on knowledge of children's needs and abilities; families' goals, priorities, and concerns for their children; communities; content areas; and early childhood curriculum goals. (Replaced HSC 408).

**T&L 434 | LITERACY, LITERATURE, & THE YOUNG CHILD | 4 quarter hours
(Graduate)**

This course addresses the phenomenal process of literacy development in young children. Strategies for enhancing literacy through unlocking the phonemic code, acquiring vocabulary, and comprehending oral as well as print messages are emphasized within the context of choosing and using high-quality literature for children from birth through age 8. Curriculum content and sequence, instructional strategies, and assessment processes are interwoven across course assignments and field experiences. The influences of development, home languages and dialects (especially those of U.S. metropolitan areas), and educational settings are studied and applied to candidates' instructional planning and teaching.

**T&L 440 | EARLY CHILDHOOD EDUCATION CROSS-CULTURAL STUDIES | 4 quarter hours
(Graduate)**

The course will discuss the historical, philosophical and cultural foundations of the education of young children in a multicultural society, emphasizing the role of ethnicity in development of young children within the context of families, childcare centers, and educational systems. Topics include: history of immigration and predictions for the future; the effects of population shifts on the education of English Language Learners; the impact of laws, litigation and executive orders on bilingual/English-as-a-Second- Language education; understanding cultural and linguistic differences regarding locating and using educational resources.

**T&L 441 | METHODS AND MATERIALS FOR DUAL LANGUAGE AND MULTILINGUAL LEARNERS | 4 quarter hours
(Graduate)**

This course focuses on best practices in teaching and learning in ESL and bilingual early childhood classroom contexts. Students will learn about different approaches and methodologies currently used to support the development of listening, speaking, reading and writing in social and academic contexts in learners of English as a second or additional languages. Curriculum based-assessment, cultural awareness and self-reflective practice will also be addressed. 17 hours Level 2 Field Experience required.

**T&L 442 | EARLY LITERACY DEVELOPMENT AND SECOND LANGUAGE ACQUISITION | 4 quarter hours
(Graduate)**

This course will examine the process of learning and using a second language. Research in second language acquisition (SLA) is multi-disciplinary in nature, reflecting the complexity of language learning and use. Linguistic, psychological and social processes that underlie language(s) learning and use will be introduced and applied to the understanding of this learning in young children. In this course, language acquisition theory concerning relationships between early literacy and oral language development in first and subsequent languages will be addressed.

T&L 443 | ASSESSMENT OF DUAL LANGUAGE AND MULTILINGUAL LEARNERS (DLL/ML) | 4 quarter hours**(Graduate)**

This course will focus on the discussion of basic principles and current approaches to assessment of dual language and multilingual learners (DLLs/MLs) in ESL and bilingual early childhood and early elementary educational settings. The different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of DLLs and MLs, and assessment in academic areas for early elementary MLs will be explored. Research on language and literacy acquisition in MLs vis a vis instruction and assessment will be discussed. Candidates will have opportunities to critically examine and learn how to administer assessment tools used in current practice. 17 hours Level 2 Field Experience Required.

T&L 449 | STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12 | 4 quarter hours**(Graduate)**

This course prepares candidates to teach world languages at the elementary, middle and secondary school levels consonant with an aligned approach to meeting national and state WLE standards and Common Core standards. It examines the theory and practice of traditional or standard methods of teaching world languages (e.g., communicative approach, natural approach, etc.) with an emphasis on developing alternative, post-method strategies and using diverse resources, as well as on reformulating world languages instruction to integrate subject matter content into the curriculum, including science, social studies, math, fine arts, etc. Engages candidates in understanding and applying the "Five Cs" - Communication, Cultures, Connections, Comparisons, and Communities outlined in the national standards - toward this end. Lesson and unit development, evaluation/assessment, and classroom management also will be discussed. Issues that emerge in planning and instruction are discussed and deliberated through university classroom experiences as well as required fieldwork (20/15 hours; level 1 in language of certification).

T&L 480 | INTERNSHIP WITH INFANTS AND TODDLERS | 2 quarter hours
(Graduate)

Candidates conduct 75 hours of intense supervised fieldwork in an infant/toddler center where they are observing and documenting behavior and interactions, planning activities, and assessing development in children ages birth to 3. Candidates will also participate in a twice a quarter, hour and a half, seminar to reflect and discuss aspects of infant/toddler development and care, making connections between theory and practice. Onsite meetings with groups of candidates will be held weekly for supervision and reflection on practice. (2 credit hours)

T&L 481 | INTERNSHIP IN PRESCHOOL SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE) | 2 quarter hours**(Graduate)**

Candidates conduct 35 hours of supervised field work in preschool during the winter quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have either taken ECE 310: Preprimary Programs: Curriculum and Strategy (at the undergraduate level), or T&L 407: Preprimary programs: Curriculum and Strategy (at the graduate level) in a previous quarter, or they are taking these courses as co-requisites with this internship. (2 credit hours)

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 482 | INTERNSHIP IN PRIMARY SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE) | 2 quarter hours**(Graduate)**

Candidates conduct 35 hours of supervised field work in a primary grade (K-3) during the spring quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have either taken ECE 311: Curriculum and Instruction in Primary Grades (at the undergraduate level), or T&L 408: Curriculum and Instruction in Primary Grades (at the graduate level) in a previous quarter, or they are taking these courses as co-requisites with this internship. (2 credit hours)

Admission to a College of Education graduate program is a prerequisite for this class.

T&L 495 | DESIGNING CURRICULUM FOR INFANTS AND TODDLERS | 4 quarter hours**(Graduate)**

Research in neuroscience indicates that the brain developmental foundation for all later learning is created in the first three years of life. The impact and impetus for the adults (families and caregivers) who nurture and teach children from birth to three will be explored in this course. The course will examine the developmental milestones, as well, as each child's developmental profile to create a developmentally appropriate curriculum to enhance the foundation for all later learning. The course explores ways to provide a safe and challenging environment; to focus on play as a vehicle for learning for optimal developmental outcomes. Collaboration with families in addressing each child's development is featured in the course. Candidates will be expected to design curricula to meet the needs of linguistically and culturally diverse children, as well as young children with special needs.

T&L 498 | TEACHING COMPUTER SCIENCE | 4 quarter hours
(Graduate)

This course provides an examination of the objectives, content, and methods used for teaching computer science, with a special focus on the development of computational thinking skills. A variety of teaching methods and classroom management strategies will be discussed and illustrated, with an emphasis on inquiry-based strategies and culturally responsive pedagogical approaches.

T&L 525 | READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM | 4 quarter hours**(Graduate)**

This course analyzes the relationships among reading, writing, speaking and listening. It encourages middle level and high school teachers in all disciplines to take these interrelationships into account and to plan curricula that include current teaching strategies to enable students to become better readers, writers and thinkers in their various content-areas. This course will also concentrate on group process and its role in effective teaching within and across content-areas. Language use, learning and teaching are considered from a multicultural perspective. 30 hours Level 2 Field Experience required.

TCH 471 or TCH 472 or TCH 473 or TCH 474, and status as a Graduate Education student is a prerequisite for this class.

T&L 575 | MULTILINGUAL PROGRAMMING IN SCHOOLS AND COMMUNITIES | 4 quarter hours**(Graduate)**

This course situates bilingual education, ESL, and world and heritage language education as necessarily intersecting and promotes multilingual programming and advocacy. It cultivates candidates' understanding of the many elements of effective language learning in schools and communities as interlocking and interdependent and recognizes language learners and professionals as dynamic and inherently transdisciplinary. It recognizes cultures as embedded in language and communities and considers policies, standards, and sociopolitical histories in advancing holistic approaches that leverage family and community engagement to promote multilingual acquisition, academic success, and social integration.

T&L 449, BBE 407, BBE 526, BBE 560 and BBE 570 are prerequisites for this class.

T&L 583 | FIELD EXPERIENCE LAB | 1 quarter hour**(Graduate)**

This field-based course will facilitate pre-service teacher candidates' experiences working in elementary and middle school classrooms. This supervised field experience is an opportunity to apply content and pedagogical knowledge in authentic settings. Approximately 24 clock hours are scheduled at school sites and visible during registration though subject to modification based on changes in schools' schedules. Students will enroll in this course multiple times during their program across diverse sites and will engage in different activities aligned with concurrent courses. (1 credit hour)

T&L 584 | PRE-STUDENT TEACHING FIELD EXPERIENCE | 1 quarter hour**(Graduate)**

This field-based experience occurs in teacher candidates' student teaching sites. Scheduling is negotiated between teacher candidate and mentor teacher based on classroom social studies and science content area schedule. This supervised field experience is an opportunity to apply content and pedagogical knowledge as well as gain introductory contextual understandings of student teaching site. For T&L EE majors, completed application to student teaching. (1 credit hour)

T&L 585 | ELEMENTARY STUDENT TEACHING | 6 quarter hours**(Graduate)**

Students will be placed for a minimum of 10 weeks in an elementary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience the seminar will examine six or eight classroom issues, that is, topics which students have found to be significant on the basis of their experience. These would include such things as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings which relate to the issues. Open only to DePaul students. COREQUISITES: T&L 586. (6 credit hours)

T&L 586 | ELEMENTARY STUDENT TEACHING SEMINAR | 2 quarter hours**(Graduate)**

This course is taken concurrently with T&L 585, Elementary Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and careers as teachers. COREQUISITE(S): T&L 585 (2 credit hours)

T&L 588 | INDEPENDENT STUDY IN TEACHING AND LEARNING | 1-4 quarter hours**(Graduate)**

PREREQUISITE(S): Permission of instructor, department chair and Associate Dean. (1 credit hour)

T&L 589 | THESIS RESEARCH IN TEACHING AND LEARNING | 4 quarter hours**(Graduate)**

A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

SCG 451 and an approved thesis proposal is a prerequisite for this class.

T&L 590 | SECONDARY STUDENT TEACHING | 6 quarter hours**(Graduate)**

Students will be placed for a minimum of 10 weeks in a secondary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience, the seminar will examine six or eight classroom issues; that is, topics which students have found to be significant on the basis of their experience. These would include such topics as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings that relate to the issues. Open only to DePaul students. (6 credit hours)

T&L 591 | SECONDARY STUDENT TEACHING SEMINAR | 2 quarter hours**(Graduate)**

This course is taken concurrently with T&L 590, Secondary Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and careers as teachers. COREQUISITE(S): T&L 590 (2 credit hours)

T&L 592 | WORLD LANGUAGES STUDENT TEACHING | 6 quarter hours**(Graduate)**

Student teaching is the culminating experience of the World Languages certification program. It is a ten-week, 30-hour/week experience. Students must successfully complete student teaching with a grade of B- or better in a language classroom in which they are seeking certification to teach. The course is taken concurrently with T&L 593, World Languages Seminar. Open only to DePaul students. (6 credit hours)

T&L 593 | WORLD LANGUAGES SEMINAR | 2 quarter hours**(Graduate)**

This course is taken concurrently with T&L 592, World Languages Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and careers as teachers. COREQUISITE(S): T&L 592 (2 credit hours)

T&L 595 | EARLY CHILDHOOD STUDENT TEACHING | 6 quarter hours**(Graduate)**

This course requires students to participate in supervised teaching at a cooperating school, five full days per week, for an academic quarter. Part of the teaching will be in a preprimary setting and part will be in a primary setting. Feedback and discussion of issues encountered in student teaching as well as new materials and techniques of student teaching will be included. Open only to DePaul students. (6 credit hours)

T&L 596 | EARLY CHILDHOOD STUDENT TEACHING SEMINAR | 2 quarter hours**(Graduate)**

In this seminar, candidates will reflect upon their teaching experiences with young children, and collaborate with colleagues and instructor to identify alternative strategies for problematic situations. Candidates will outline ways to maintain strategies for lifelong learning. In addition, candidates will share resume development and job-search strategies.

COREQUISITE: T&L 595.

T&L 600 | REGISTERED STUDENT IN GOOD STANDING | 0 quarter hours**(Graduate)**

Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities.

Permission of advisor required. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.

T&L 606 | SCHOOL NURSE INTERNSHIP | 8 quarter hours**(Graduate)**

In this eleven week supervised experience, the school nurse intern has the opportunity to develop and use school nursing methods, materials, and programs in public schools. He or she will work under the guidance of a licensed school nurse and will be supervised by a DePaul supervisor who is also a licensed school nurse.

T&L 614 | INDUCTION INTO THE TEACHING PROFESSION: EARLY CHILDHOOD | 4 quarter hours**(Graduate)**

This course is designed to assist first-year early childhood teachers in making the transition from student teaching to teacher. It creates a bridge between first-year teachers' formal education and the realities of their classrooms, providing assistance with: understanding their induction into the profession; analyzing their new educational contexts; actualizing their educational philosophies; developing their pedagogical knowledge; and identifying and making the most of professional support systems within their schools.

T&L 595 is a prerequisite for this course.

T&L 615 | SPECIAL TOPICS IN TEACHING AND LEARNING | 4 quarter hours**(Graduate)**

Current issues and problems in education will be discussed. Focus will be current research and best practices.

T&L 625 | CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING) | 0 quarter hours**(Graduate)**

Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. (0 credit hours)

Status as a Graduate Education student is a prerequisite for this class.