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 400 | CLINICAL EXPERIENCES WITH INFANTS AND TODDLERS | 1 quarter hour
(Graduate)
Teacher candidates will observe and interact with infants and toddlers (25 clock hours). Appropriate lesson planning and assessment techniques and tools will be emphasized in the seminar. (1 credit hour)

T&L 401 | CLINICAL EXPERIENCE IN EARLY LANGUAGE AND LITERACY DEVELOPMENT | 1 quarter hour
(Graduate)
Teacher candidates will observe and interact with young children and their families in programs, related to language and literacy development. A weekly seminar is required. (1 credit hour)

T&L 402 | CLINICAL EXPERIENCES WITH PRE-SCHOOLERS | 1 quarter hour
(Graduate)
Candidates will observe and interact with preschool-age children (25 clock hours). Appropriate early childhood curricula, assessment and instructional methodologies will be emphasized. COREQUISITE(S): T&L 407. (1 credit hour)
Admission to a College of Education graduate program is a prerequisite for this class.

T&L 403 | CLINICAL EXPERIENCES IN PRIMARY GRADES | 1 quarter hour
(Graduate)
Students will observe, interact with, and teach primary-age children (25 clock hours). Appropriate curricula, assessment and instructional methodologies for children in the primary grades (K-3) will be emphasized. (1 credit hour)
Admission to a College of Education graduate program is a prerequisite for this class.

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

T&L 410 | CHILDREN’S LITERATURE AND FAMILY LITERACY | 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 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 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.

T&L 414 | TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE | 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 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 424 | INTRODUCTION TO SECONDARY EDUCATION | 4 quarter hours
(Graduate)
This course is an introduction to the DePaul Secondary Education program as well as the professional world of secondary school teaching. In this course, candidates develop the knowledge and skills necessary for being a reflective practitioner. Candidates focus on understanding themselves (professional identity) and their behaviors in teaching situations with students in schools. These insights, combined with subject-matter knowledge, guide the development of various course assignments. Candidates will learn how to observe effectively in a school setting, to identify school governance issues, to understand school environment and the current social issues that shape it, and will experience a variety of teaching methods and resources for their future teaching. Candidates will acquire knowledge of important social concepts and theories that affect education, especially as they affect educational change in urban societies. As candidates become aware of differences in individual, ethnic, and cultural group attitudes, values and needs, they also will learn to recognize the complexities of teaching and learning in a pluralistic society. Candidates will be committed to teaching as responsible professionals who act ethically as well as in a collegial fashion. In addition to class attendance, candidates are required to complete 15 daytime fieldwork hours as part of the course. It is highly recommended that this course be taken concurrently with SCG 406.

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 426 | TEACHING WRITING | 4 quarter hours
(Graduate)
Prepares teacher candidates for teaching writing and composition at the middle and secondary school levels. The course focuses upon methods of teaching composition, examination of literature and research about the composing process, the development of language and reading skills, and the assessment and evaluation of writing. The development of writing curriculums will also be explored. 30 hours Level 2 Field Experience required.
T&L 425 and admission to a College of Education program are prerequisites for this class.

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. Completing 15 hours of field experience in an early childhood special education setting is a part of this course's requirements.
SCG 404 and admission to a College of Education graduate program is a prerequisite for this class.

T&L 428 | TEACHING LITERATURE | 4 quarter hours
(Graduate)
Prepares teacher candidates for teaching literature at the middle and secondary school levels. Examines contemporary issues in the teaching of literature, explores methods of teaching major literary genres, addresses problems of literacy and focuses on the transactional nature of reading and writing. Emphasis on developing a repertoire of ways of teaching literature and a variety of literature curriculums. 30 hours Level 2 Field Experience required.
T&L 425 and admission to a College of Education program are prerequisites for this class.

T&L 429 | TEACHING YOUNG ADULT LITERATURE | 4 quarter hours
(Graduate)
This course is devoted to the study of Young Adult Literature: an exciting, emerging field. Issues and ideas to be examined include the following: current debates regarding issues in curriculum and teaching; selecting, reading, evaluating, and teaching young adult literature; cultivation of life-long reading habits and literacy development. Students will become familiar with major writers of young adult literature, read diverse texts, explore major genres, review award winning novels, consider the role of the media, and develop creative projects.
T&L 425 and admission to a College of Education program are prerequisites 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 431 | EARLY LANGUAGE AND LITERACY DEVELOPMENT | 4 quarter hours
(Graduate)
This course will focus on enhancing language development and promoting early literacy in young children. It addresses instruction and assessment of language and literacy skills. Students will learn how family/child and teacher/child interactions promote language and literacy development and learning. Implementation of language and literacy curricula and activities that lead to growth in the key areas of literacy development for preschool and primary aged children will be explored. (Combination of previous T&L 406 and T&L 412).

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; individualization 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.
SCG 404 and admission to a College of Education program is a prerequisite for this class.
T&L 436 | TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS | 4 quarter hours
(Graduate)
Prepares teacher candidates for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation and classroom management also will be discussed. 30 hours Level 2 Field Experience required.
T&L 425 and admission to a College of Education program are prerequisites for this class.
T&L 439 | METHODS OF SECONDARY SCIENCE EDUCATION | 4 quarter hours
(Graduate)
This course is designed to update teachers in the methods of teaching science. This involves reviewing the processes of science, theories of learning, and instructional strategies appropriate to laboratory science. This course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs. 30 hours Level 2 Field Experience required.
T&L 425 and admission to a College of Education program are prerequisites for this class.
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 focus on application of the theories in effective teaching and learning of English as 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 444 | INTERNSHIP IN EARLY CHILDHOOD ESL/BILINGUAL EDUCATION SETTINGS | 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 440, T&L 441, T&L 442, T&L 443, (BBE 408 or BBE 409), BBE 425 and BBE 466 are prerequisites for this class.
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 language 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, as well as on reformulating world language 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 453 | TEACHING HISTORY AND SOCIAL SCIENCE IN SECONDARY SCHOOLS | 4 quarter hours (Graduate)
Teaching, History and Social Science in Secondary Schools. Prepares for teaching history and social sciences at the middle and secondary school levels. Examines the nature and purpose of history and social sciences curriculum within secondary schools, the current status of social studies materials and practices, and issues confronting today's secondary social studies teachers. Emphasis on alternative teaching strategies, resources for teaching and learning, teachers' responsibilities in curriculum development and decision-making, and methods and materials for addressing cultural diversity. Lesson and unit development, evaluation and classroom management also will be discussed. 30 hours Level 2 Field Experience required.

T&L 425 and admission to a College of Education program are prerequisites for this class.

T&L 455 | READINGS IN AMERICAN HISTORY | 4 quarter hours (Graduate)
Prepares students for teaching American history at the secondary level. Readings focus on the foundational texts of American history from the colonial era to the late 20th century, with an emphasis on gaining content knowledge and applying it to teaching in the secondary classroom. Class discussions focus on matters of interpretation, evidence, and historiography. Offered during Fall and Summer terms.

T&L 465 | ART AND PEDAGOGY | 4 quarter hours (Graduate)
This course alongside T&L 466 is intended as a two-course sequence each complementing the other. As T&L 466 explores the source materials and major concepts of visual art's content, T&L 465 focuses on teaching visual art. Building from the content requirements from their program or experience, students will understand how the art studio (content) experiences where ideas are developed translate to the preparation of teaching. Students will do this through multiple curriculum based projects intended for use in their own classrooms, including a 6th - 12th grade general course reader to assist in introducing an art historical overview that influences and connects to general middle and high school studio practices. As students work on these projects, they will continue to reflect on the coursework they have done in the content area as well as watching and learning from classroom teachers and teaching artists in the field. They will contemplate such questions as: What are the connections among the arts disciplines? How can they be taught together, creating interdisciplinary courses at the middle and high school levels? What are the differences among the arts disciplines and what does this mean for secondary pedagogy? How can teachers use inquiry with their students, making sure they have enough guidance to learn about artists, artistic periods and the nature of how artworks are produced. Site visits required. 30 hours Level 2 Field Experience required.

T&L 425 and admission to a College of Education program are prerequisites for this class.

T&L 466 | TEACHER AS ARTIST | 4 quarter hours (Graduate)
This course builds on the work in T&L 465, which alongside T&L 466 is intended as a two-course sequence each complementing the other. As T&L 465 focuses on the art of teaching the visual arts, T&L 466 explores the source materials and major concepts of visual art content. Historically, artistic movements have shaped and currently identify the theories we use to define our most immediate environment. The major concepts can be connected to the artist studio and to the descriptions some artists make about the studio as a teaching space. In the course students will be introduced to a wide range of artists and their work, artistic movements and the individual artists who use teaching as a medium. How does an emerging artist or pre-service teaching artist draw on the understanding of their own work as a platform to build core principles of pedagogy? What is the link that combines a dynamic studio practice with an inspired methodology for teaching visual art? We will address these questions through creating a visual art teaching curriculum portfolio and writing a reflective artist monograph, produce a final exhibition of art and work alongside teachers and artists in the field. Site visits are required. 30 hours Level 2 Field Experience required.

T&L 425 and admission to a College of Education program are prerequisites for this class.

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 (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) | 2 quarter hours (Graduate)
Candidates conduct 75 hours of intense 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), and T&L 432: ECE Curriculum Strategies and Philosophy (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 (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) | 2 quarter hours (Graduate)
Candidates conduct 75 hours of intense 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), and T&L 432: ECE Curriculum Strategies and Philosophy (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 565 | INDEPENDENT STUDIO TOPICS | 4 quarter hours (Graduate)
This course is a self directed graduate course in the Visual Arts Education Program. Candidates who consider this course must develop a written proposal for their work and identify professional expectations of this quarter long immersion in advanced study. Candidates may select from a range of possible pursuits from preparing a new body of work or preparing an exhibition to working within a host of selected museums or galleries as an art education intern throughout the city and suburbs. All candidates are required to meet with a faculty member for an initial interview to discuss contact hours, needs and limitations, critique times and locations and the required documentation from the 11 week experience. All proposals must be approved by a faculty member in the program.

T&L 575 | WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT | 4 quarter hours (Graduate)
This course engages students in WLE curriculum development and language program advocacy, creation, and sustainability based on an examination of federal and state WLE history and policies and on a review of national and state standards. Reviews theory and application of curriculum development to world language instructional programs, such as design, scope and sequence, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal world language education program models are examined and analyzed in light of WLE history, policy, and standards (20/15 hours; level 1).
T&L 449, BBE 407, BBE 526, BBE 560 and BBE 570 are prerequisites for this course.

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. (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)

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.