DOMINICAN UNIVERSITY

SCHOOL OF EDUCATION

2016 – 2017 VIEWBOOK ADDENDUM

2016-2017 SCHOOL OF EDUCATION VIEWBOOK ADDENDUM

Note* This document is a 2016-2017 Viewbook Addendum for the School of Education. A new viewbook will not be completed until the end of the 2016-2017 school year. This addendum includes updated School of Education policies, procedures, and processes as well as descriptions of the graduate degree and non-degree programs.

The School of Education prepares educators to make a difference through a commitment to fostering values of scholarship, leadership and service within themselves and their students. By providing candidates with a course of study that emphasizes the acquisition of professional knowledge, the expansion of personal insight, and an appreciation of diversity, the School of Education continues to further the mission of Dominican University.

School of Education Vision Statement

"At the heart of ministry is relationship." (Sinsinawa Dominican Constitution)

In the spirit of caritas et veritas, the School of Education at Dominican University will be a distinctive institution recognized for preparing effective educators who reach beyond the classroom and honor educational equity as a basic human right and source of empowerment. Through signature programs and strategic alliances, we will develop passionate teacher-leaders who advocate for their students and families in a rapidly changing educational landscape.

School of Education Mission Statement

"Set out for any place here the work is great and difficult." (Father Samuel Mazzuchelli)

Rooted in the Sinsinawa tradition, the School of Education at Dominican University improves the human condition through education. We develop and support educators who transform ideas and challenges into solutions that impact diverse schools and communities to create a more just and humane world. We respond to the challenge that with knowledge comes ethical responsibility. The Dominican educator is passionate and prepared to "go where the work is great and difficult."

School of Education Programs

The School of Education traces its roots to the teacher preparation programs offered at St. Clara College. Always responsive to the evolving needs of schools in society, the School of Education currently offers graduate degree programs in Special Education and a Master of Arts in Education (Elevation from an Endorsement Program), non-degree programs leading to state endorsements or approvals including: Bilingual Education, English as a Second Language, Technology Specialist and Learning Behavior Specialist I; and one Technology Specialist Certificate program. Details of these programs can be found further in this document. In collaboration with the Dominican University Rosary College of Arts and Sciences, the School of Education also offers the following undergraduate programs: Early Childhood Education with Early Childhood Endorsement, Bachelor of Arts/Sciences (liberal arts discipline) with Secondary or K-12 endorsement, Bachelor of Arts in Elementary Education, and an Education minor.

Goals

In fostering scholarship, leadership and service, the School of Education and its faculty are committed to doing the following:

1. Align programs with standards of specialized professional associations and standards of the State of Illinois (scholarship)

2. Model research-based teaching practices (scholarship, service)

3. Promote and model respect and appreciation for diversity of all kinds (leadership, service)

4. Integrate technology as a source of knowledge, a tool for teaching and an avenue for collaboration (leadership, service)
5. Foster candidate understanding and application of the connection between theory and practice (scholarship, service)

6. Prepare candidates to demonstrate competence in their respective content area (scholarship)

7. Collaborate with the Rosary College of Arts and Sciences in preparation of candidates (scholarship)

8. Challenge candidates to reflect on their teaching and learning experiences (scholarship, leadership)

9. Provide field and clinical practice experiences that engage candidates in diverse school settings through partnerships and collaboration with K-12 schools (service)

10. Develop partnerships with elementary and secondary school teachers and administrators who serve on the unit's advisory groups (leadership)

11. Seek out and provide service opportunities for candidates within and beyond school communities (service, leadership).

Candidate Proficiencies and Dispositions

Proficiencies
1. Candidates demonstrate competence in their respective content area and/or area of Licensure in combination with competence in liberal arts and sciences. (scholarship)

2. Candidates engage in reflective practice in their coursework and experiences in the field. (scholarship)

3. Candidates design, deliver and interpret the various forms of assessment/evaluation appropriate to their roles in the educational setting. (scholarship)

4. Candidates demonstrate knowledge of research-based teaching practices appropriate to their content area and proficiency with a variety of effective instructional methodologies. (scholarship, leadership, service)

5. In acknowledgement of the impact of diversity on student learning and behavior, candidates address socio-cultural differences, differentiate instruction, and create modifications appropriate for the academic, motivational, behavioral and interest needs of students. (leadership, service)

6. Candidates use technology for administrative and instructional tasks. (leadership, service)

7. Candidates plan effective instruction, learning experiences and school and classroom environments that allow all students to achieve. (scholarship, service)

8. Candidates demonstrate leadership in collaborating with colleagues, families and students in responding to real life problems in a multicultural society. (leadership, service)

Dispositions
The School of Education has identified eleven dispositions. These dispositions are expected from all candidates in all programs. Candidates are expected to demonstrate these dispositions in their work with colleagues, families, peers and students. Through candidates' assignments, course experiences and performances in field and clinical placements, faculty will evaluate and provide candidates with feedback regarding these dispositions:

Critical Thinking – an analytical approach in reading, writing, research, and practice of one's profession (Scholarship)

Ethical Behavior – maintaining confidentiality for P-12 students and their family, following the code of ethics appropriate to programs of study, following the university policy on academic integrity (Leadership, Service)

Commitment to Social Justice – analysis and response to injustices in the human experience by challenging social inequities, ensuring fairness, and demonstrating the belief that all children can learn (Leadership, Service)

Respect for Diversity – valuing differences as adding to the richness of the human experience and creating opportunities for the integration of the contributions of all members of society (Scholarship, Service)

Acceptance of Responsibility – embracing the tasks and duties that accompany the leadership and service role of an educator (Leadership)

Value of Community – recognizing one's interconnectedness with others in the school environment and engaging in active outreach both inside and outside the school community (Leadership, Service)

Flexibility – demonstrating awareness and a proactive stance in considering the perspectives of others in making decisions that serve the interests of a diverse population (Service)

Collaboration – working together to plan and solve problems and creating new opportunities for growth (Leadership, Service)

Reflection – practices thoughtful self-evaluation on the range of one's knowledge and skills as a process for continued professional growth (Leadership)

Generosity – reaches out to meaningfully engage all students by using a creative and informed approach to develop a positive and inclusive learning environment that values more than one way of knowing, learning, and teaching (Service)

Professional Behavior – conduct and communication that is appropriate for the audience and setting (timeliness, attendance, dress, language, respect, and other related professional behaviors) (Leadership)

A candidate's status in the School of Education is subject to ongoing assessment to determine that each candidate is progressing in the attainment of the knowledge, skills and dispositions of an effective educator. In cases where a candidate's dispositions in class or while participating in field hours or clinical practice raise concerns about his or her ability to perform satisfactorily in an educational environment, an intervention/remediation plan is put into place.

The plan is meant to support the candidate in demonstrating the expected dispositions. A similar process is put into effect when a candidate's performance indicates that academic expectations are not met. Following implementation of the intervention plan, an assessment is conducted to determine whether the dispositional or academic concerns have been addressed and whether an additional plan needs to be developed. A candidate whose dispositional or academic concerns continue despite the supports and expectations provided through the intervention plan will be

GRADUATE LEVEL PROGRAM INFORMATION

For information on undergraduate education programs offered through the School of Education, please refer to the Rosary College Bulletin.

Requirements for Admission

Admission to School of Education graduate programs is open to those who hold a bachelor's degree with an appropriate general education component from an accredited college or university. An applicant must complete the admissions process to the selected degree or endorsement/approval program during the first term of enrollment. Any exceptions require the approval of the Director of the School of Education. Applicants must register for courses before the first class meeting.

Applicants must complete the <u>online</u> application to the program, pay the application fee where applicable, and then submit all required supplemental admissions documents to:

Dominican University
Graduate Admissions Operations
Mazzuchelli Hall 266
7900 West Division Street
River Forest, IL 60305

The Admissions Committee bases its decision on the criteria identified for each program as stated below.

-Admission to the Master of Science in Special Education program (Graduate)

- Completed SOE Admission application, including the application fee. Apply <u>online</u>.
- Cumulative GPA of 3.0 or higher on a 4.0 scale. A candidate with a GPA lower than 3.0 may be allowed to take up to four courses on a conditional basis and must earn a grade of B or better in each course in order to continue registration. Upon completion of four courses with grades of B or better in each the candidate will be reviewed for full acceptance into the School of Education.
- Two letters of recommendation. Letters from family members or current School of Education students are not acceptable.
- Evidence of effective written communication skills and suitability for the teaching profession as demonstrated by the submission of candidate's personal statement.
- Passing scores on all sections of the Illinois Test of Academic Proficiency (TAP) OR acceptance of ACT/SAT scores in lieu of TAP by the Illinois State Board of Education. The School of Education may allow a candidate for whom the test score on the TAP Test is pending to register for an initial class if the individual's file is otherwise complete and acceptable.
- One official transcript from every college or university attended. Transcripts must be received by the School of Education in a sealed envelope from the college or university.

-Admission to Non-degree Endorsement and Certificate programs (Graduate)

- Candidate must hold a valid Professional Educator License appropriate for the endorsement being sought.
- Completed SOE online admission application. online
- Upon submission of an online application, the School of Education licensure officer will verify the candidate's Illinois Professional Educator License.

-Admission to Master of Arts in Education –Elevation from Endorsement Program

Candidates who opt to elevate to the revised MAED program may do so, only after completing one of the SOE endorsement programs. Candidates may apply for the MAED elevation during or after the semester during which they are enrolled in their final endorsement courses. Candidates for elevation must meet the following criteria:

- Full acceptance into their endorsement program.
- At least ½ of their endorsement courses taken at Dominican University (Note- only 6 credit hours may be transferred in towards the degree.)
- Final endorsement courses taken at Dominican University.
- GPA of 3.0 or higher and no grades lower than a C in any endorsement coursework. Candidate may not have any unresolved incompletes for any endorsement coursework at the time of application.
- No dispositional concerns filed during their endorsement programs.

The School of Education will notify the applicant of acceptance soon after all documents are received and reviewed.

English proficiency
Students whose native language is other than English are required to pass the Test of English as Foreign Language (TOEFL) with a score of at least 550 (paper) or 250 (online). They also must pass the ISBE Test of Academic Proficiency prior to registration for a course.

Transfer of Credit
Up to six semester hours of appropriate graduate level credit from an accredited college or university
may be accepted in transfer at the time of matriculation into the School of Education. The applicant seeking such a transfer must provide:

1. A copy of the course description as printed in the catalog of the institution attended;

2. An official transcript demonstrating an earned grade of B or better and that the course was completed within the previous five years.

Residency Requirement
Once candidates (including those approved conditionally) are matriculated into a School of Education graduate program, they must take all required courses and electives at Dominican University's main campus, online or at one of its off-site campuses. Any exception to this policy requires the written approval of the Director prior to the candidate's registration for the course(s) at another college or university.

Advising and Course Registration
At the time of admittance, each candidate will be assigned a graduate faculty advisor. Candidates should consult with their advisors as they plan and develop their programs. Candidates in the School of Education must secure the approval of an advisor to complete registration. Well in advance of the term, the dates for each registration period are posted on the registrar's office page on MyDU (Dominican's internal web site). Candidates may register in person or online after the scheduled registration period begins. No registrations will be accepted after the published late registration date. Dominican University reserves the right to cancel any course for which the registration does not warrant the organization of a class.

Degree Completion
Candidates have five years to complete their degrees. In exceptional circumstances a one-year extension may be granted with approval of the Director. Those wishing to extend program completion beyond that timeframe will need to reapply to the School of Education and fulfill any additional requirements necessary.

Graduation
Early in the desired semester of graduation, a candidate must submit an application by the date published by the Registrar's Office on MyDU. Applications for graduation are available from the Registrar's Office or online at the registrar's MyDU page. A cumulative grade point average (GPA) of 3.0 is required for graduation.

Licensure Requirements
To be recommended for Illinois State Board of Education licensure, candidates must complete an approved program, pass the required state tests, and demonstrate the professional knowledge, skills and dispositions identified by the School of Education. In addition, the candidate must meet any other requirements specified by the Illinois State Board of Education. In some cases the Illinois State Board of Education may enact new rules or legislation that result in changes in licensure requirements. Should changes occur, the School of Education is bound to adhere to the new regulations. As a result, candidates may be required to meet new requirements other than those that were identified in the viewbook, online or other School of Education publications at the time they began their program of study at Dominican.

Illinois State Board of Education Tests for Licensure
In addition to the Test of Academic Proficiency (or required scores on the ACT with Writing or SAT) all candidates are responsible for taking any/all content area tests appropriate for their area of licensure and meeting any additional State of Illinois testing requirements as specified for

their specific programs. Beginning September 1, 2015, candidates seeking initial licensure will also need to pass the edTPA.

Procedures for Field Experience, Internships and Clinical Practice

Early Field Experience

In accordance with State of Illinois requirements and the policies and procedures of the School of Education, individuals seeking licensure are required to complete a minimum of 100 hours of field experience in the program in which they are enrolled. Candidates are placed in school sites by the director of field experiences and clinical practice. A copy of the policies and procedures is available from the director of field experiences and clinical practice in the School of Education and can be found on the School of Education myDU site.

Internships

Candidates required to complete an internship in special education or early childhood education must submit an application for such placement in the semester prior to the desired semester of internship. Applications are available from their respective program advisor. The director of field experiences and clinical practice in the School of Education, in collaboration with the program coordinator for the particular program makes all internship placements. For further information, see program and course descriptions.

Clinical Practice

Candidates must submit an application for clinical practice (student teaching) according to the schedule determined by the School of Education prior to the desired semester of clinical practice. Admission to clinical practice is determined on the basis of the candidate's application, documentation of a minimum of 100 field experience hours, successful completion of background/fingerprint checks and evidence of successful completion of the relevant content test(s). A minimum grade point average of 3.0 is required to be eligible for clinical practice. All program coursework and deficiencies must be completed prior to clinical practice. The application for clinical practice and specific timelines and requirements are available online at MyDU. The director of field experiences and clinical practice in the School of Education arranges all clinical practice placements.

Background Investigations

The School of Education at Dominican University is committed to the protection of all children and young people. To that end, we seek to work with school districts and civic communities to make schools a safe environment for the student body. All teacher education, administrative, school social work and media specialist candidates are required to submit to a federal, state and

local criminal background/fingerprint checks. **Instructions for completing the background and fingerprint checks can be found on the School of Education website on MyDU.**

Ongoing Assessment of Candidate's Attainment of Knowledge, Skills and Dispositions

A candidate's status in the School of Education is subject to ongoing assessment to determine that each candidate is progressing in the attainment of the knowledge, skills and dispositions of an effective educator. In cases where a candidate's dispositions in class or while participating in field hours or clinical practice raise concerns about his or her ability to perform satisfactorily in an educational environment, an intervention/remediation plan is put into place. The plan is meant to support the candidate in demonstrating the expected dispositions. A similar process is put into effect when a candidate's performance indicates that academic expectations are not met. Following implementation of the intervention plan, an assessment is conducted to determine whether the dispositional or academic concerns have been addressed and whether an additional plan needs to be developed. A candidate whose dispositional or academic concerns continue despite the supports and expectations provided through the intervention plan will be dismissed from the university. If the student is dismissed he or she must wait two years for reapplication to the Dominican School of Education. A more complete description of the intervention process can be found on the MyDU page of the SOE.

Falsification of Credentials
Falsification of credentials related to field experiences or other program requirements may result in a candidate's dismissal from a specific program and from the university.

Grading and Academic Policy and Procedures

Grading

The following grades and their grade point equivalents are recorded in the graduate programs:

A = 4.0	B+ = 3.33	C+ = 2.33	F = 0
A - = 3.67	B = 3.0	C = 2.0	
	B - = 2.67	C - = 1.67	

The following symbols are used to indicate special or unusual circumstances:

I = Incomplete*

IP = In Progress**

P = Pass AU = Audit

W = Withdrawal NR = Not Reported

NC = No Credit

S = Satisfactory**

*INCOMPLETE - The grade of Incomplete may be given in extraordinary circumstances. The request for a grade of Incomplete requires the approval of the Director and the instructor and must be made prior to the beginning of the class session preceding the end of the term. The Incomplete must be removed by the end of the following term. At that time, the instructor may report a grade within the ordinary range of scholarship. Failure to remove the Incomplete will normally result in the reporting of a grade of F.

** The grade of In Progress is given when a course spans more than one semester. A grade cannot be awarded until the course is complete.

***A grade of Satisfactory is equivalent to attainment of a grade of C or better.

Note: The State of Illinois will only accept grades of C or better in any course being used toward obtaining a teaching license or adding an endorsement.

Attendance Policy
An attendance policy that specifies the impact on grades can be found in course syllabi.

Academic Honesty
Candidates who enroll in the School of Education are expected to observe high standards of academic honesty and integrity. Any candidate who violates such standards will be subject to disciplinary action, including dismissal from the program.

In submitting written assignments, students are expected to follow the guidelines of the current edition of the American Psychological Association Publication Manual. Any material other than one's own that is used in a paper must be properly cited in order to avoid the plagiarism of another's work. Plagiarism is grounds for a grade of F on the assignment and will be referred to the Director for further disciplinary action. A student who plagiarizes must meet with his or her academic advisor and develop a plan for resolution. A second instance of plagiarism will be grounds for a recommendation to the Director for dismissal. If the student is dismissed he or she must wait at least one semester before reapplying for admission Students who are found to be cheating will receive an automatic F for the exam or paper. The student will be referred to the Director for further disciplinary action.

Student Conduct
University policies governing student conduct apply to School of Education candidates and can be found in the student handbook.

Stop Out
Candidates who are not currently enrolled and have not been enrolled in the prior18 months will be classified as having "stopped out" and will be unable to continue registering for courses until contacting the School of Education.

Probation and Dismissal
A candidate will be placed on probation if the individual's cumulative grade point average (GPA) falls below a B (3.0) after at least three courses. A candidate may repeat a course. Only the new grade will be computed in the GPA. An individual on probation will be restricted to one course per semester until the cumulative GPA reaches 3.0. A candidate will be subject to dismissal if he or she is unable to attain a cumulative GPA of 3.0 after three semesters. An individual who has been dismissed must wait at least one semester before reapplying for admission. Dominican University reserves the right to deny registration to any person who, in the opinion of the administration, is not progressing satisfactorily toward a degree or who, for other reasons, is deemed unsuitable for the program.

Grievance and Appeal Policy and Procedures
Education candidates have the same academic rights and responsibilities, as do all Dominican University students. However, in addition, candidates participating in the teacher education program may institute a grievance procedure with respect to any of the following:
A. Admission to or dismissal from the teacher education program, a field experience or student teaching program;
B. Evaluation of a candidate's academic performance or dispositions in coursework, field experiences or student teaching or any other regularly provided or required activity having a direct bearing on the student's being recommended for licensure or for employment;
C. Failure to recommend a candidate for state licensure, when required, in a timely fashion;
D. Dismissal from Dominican University for teacher education related matters;
Candidates wishing to file an appeal based on the evaluation of academic performance or grade must do so no later than the end of the subsequent semester.
For the complete Grievance and Appeal Policy and Procedures, see SOE page on MyDU.

Tuition & Fees

Tuition 2016-2017

Type of Student	Cost/Credit Hour	Cost/Course (3-credit hours)
Master of Science in Special Education	$525	$1575
ESL or Bilingual Endorsement	$200	$600
Technology Specialist Endorsement/Certificate	$400	$1,200
Learning Behavior Specialist I Endorsement	$400	$1,200

Fees

Type of Fee	Cost
Matriculation fee (nonrefundable; charged to new students only)	$25
Course fee (per course)	$20
Parking Sticker fee (per year)	$50
Fingerprint/Background check fee (paid directly to the vendor at the time of fingerprint check)	$75
Clinical Practice/Student Teaching (paid at the time the student applies for Student Teaching)	$50
Technology Fee (per semester for part-time students)	$50

Applicable fees are also administered by Student Accounts regarding payment plans, late payment of tuition, etc. All fees are subject to change by university administration.

Contact student accounts for more information.
Terri Shimkus, Bursar
(708)524-6487
tshimkus@dom.edu

Refund Policies – Student Accounts

Tuition is due on the first day of class and can be paid in the Student Accounts Office or online (https://commerce.cashnet.com/dompay). **A bill will not be mailed to you** – you will receive an email notification sent to your **Dominican e-mail** address that your e-bill is ready to be viewed. Students who are not able to pay in full may elect a monthly payment plan for a fee of $45.00 per semester. The payment plan must be elected by the first day of class. If tuition is not paid in fully by the first day of class and a monthly payment plan is not elected by that date, students are subject to a $90 non-refundable deferment fee and ongoing finance charges.

     i. Methods of Payment accepted:
        a. Credit Cards – Tuition payments can be made using MasterCard, Discover, Visa and American Express. Credit card payments will need to be made on-line by logging on to MyDU, going to Student Tab and then to My Student Accounts. Payments will include a 2.75% convenience fee.
        b. eChecks – Student Accounts accepts eChecks through our on-line portal. You will find this by logging on to MyDU, going to the Student Tab and then to My Student Accounts. Then select the "Go to CASHNet" link. There is no fee for processing an eCheck. Convenience Checks from credit card issuers, wire transfers, and company reimbursement are also accepted methods of payment. Please refer to the Student Accounts MyDU page for more details.

ii. Tuition Refunds:
   a. Full tuition refunds are only available during the first week of class, and are on a declining sliding scale thereafter. In order to be eligible for a refund, you must follow the university procedures for dropping a class – prior to the University's add/drop deadline for the term, you should be able to drop online by logging in to MyDU. After the add/drop deadline, drops will need to be processed using a paper drop form obtained from the Registrar's office and signed off on by your advisor. It is important to understand that the above described procedures are the only ones accepted for dropping a class. Non-attendance/participation in class, e-mailing the course instructor about your intention to drop, etc. are not acceptable methods for dropping a class.
   b.

SCHOOL OF EDUCATION GRADUATE LEVEL PROGRAMS

DEGREE PROGRAMS

Master of Science in Special Education Program with Entitlement to a Professional Educator License with Learning Behavior Specialist I (P-21) Endorsement

Core Curriculum for candidates who do not hold a current valid teaching license.
45 Credit Hours Total
39 Credit Hours Classroom/Theory
 6 Credit Hours Internship/Clinical Practice (Student Teaching)

ECE/SPED 500 Child Growth and Development (3)
ECE/SPED 503 Child, Family and Community Relationships (3)
SPED 526 Psycho-Educational Diagnosis (Ages 3–21) (4)
SPED 643 History, Philosophy and Legal Foundations of Special Education (3)
SPED 646 Internship and Seminar in Special Education (1)
SPED 649 Psychology and Characteristics of Students with Disabilities (3)
SPED 654 Academic Methods for Early Childhood and Elementary Level
Students with Disabilities (3)
SPED 655 Academic Methods for Middle and Secondary Level Students with Disabilities (2)
ECE/SPED 656 Collaboration and Adaptation in General Education Settings (2)
SPED 658 Fostering Development of Prosocial Behavior (2)
SPED 659 Managing Challenging Behavior (3)
SPED 663 Planning and Assessment in Special Education (2)
SPED 664 Curriculum and Methods for Students with Moderate to Severe Disabilities (3)
SPED 702 Clinical Practice Seminar in Special Education (1)
SPED 703 Clinical Practice in Special Education (4)
EDU 533 Reading and Writing Instruction and Improvement (3)
EDU 560 Integrating Technology Into the Curriculum (3)

Core Curriculum for candidates who hold a current valid teaching license.
34-37 Credit Hours Total
33-36 Credit Hours Classroom/Theory
1 Credit Hour Internship

ECE/SPED 503 Child, Family and Community Relationships (3)
SPED 526 Psycho-Educational Diagnosis (Ages 3–21) (4)
SPED 643 History, Philosophy and Legal Foundations of Special Education (3)
SPED 649 Psychology and Characteristics of Students with Disabilities (3)
SPED 654 Academic Methods for Early Childhood and Elementary Level Students with Disabilities (3)
SPED 655 Academic Methods for Middle and Secondary Level Students with Disabilities (2)
SPED 656 Collaboration and Adaptation in General Education Settings (2)
SPED 658 Fostering Development of Prosocial Behavior (2)
SPED 659 Managing Challenging Behavior (3)
SPED 663 Planning and Assessment in Special Education (2)
SPED 664 Curriculum and Methods for Students with Moderate to Severe Disabilities (3)
SPED 705 Clinical Internship and Seminar in Special Education (1)
EDU 533 Reading and Writing Instruction and Improvement (3)*
EDU 560 Integrating Technology Into the Curriculum (3)

*EDU 533 Reading and Writing Instruction and Improvement is not required for those who hold elementary teaching endorsed license or those who have taken a reading methodology course.

The degree Master of Science in Special Education with Professional Educator License endorsement in Learning Behavior Specialist I (P- 21), (is conferred upon candidates who have met the following requirements:
1. Satisfactory completion of core requirements (32-45) semester hours of graduate credit while maintaining a minimum grade point average of 3.0 out of 4.0.
2. Successful completion of clinical hours/practice/internship in accordance with the policies and procedures of the Master of Science in Special Education program in the School of Education.

Additional Requirements for Candidates seeking a Professional Educator License with Learning Behavior Specialist I (P-21) Endorsement

General Education Competencies for Non-Certified Candidates
Persons seeking the State of Illinois Learning Behavior Specialist I (Type 10) Special Education Licensure as their initial teaching license must meet required general education competencies as outlined by the School of Education in addition to completing the core curriculum successfully.

Illinois Licensure Testing System Requirements
Persons seeking a State of Illinois Professional Educator License with Learning Behavior
Specialist I (P-21) Endorsement must pass the Illinois Licensure Testing System's required
content area tests for Learning Behavior Specialist I.
1. The candidate must take and pass the LBSI (#155) test prior to placement for clinical practice
(student teaching) or clinical internship as specified by the School of Education.
2. The candidate must pass the Special Education General Curriculum Test (#163) prior to
applying for clinical practice or clinical internship as specified by the School of Education.
3. As of September 1, 2015 any candidate seeking initial licensure must pass the edTPA.

For details, go to http://www.icts.nesinc.com

Master Of Arts In Education –Elevation From Endorsement Program
30 credit hours total
17-24 credit hours completed as part of an endorsement program
6-13 additional credit hours completed as part of the MAED program

Prior to being accepted into the MAED – Elevation from Endorsement program, candidates will
need to have completed one of the endorsement programs offered by the School of Education.
The existing endorsement programs are detailed in the Endorsement/Approval Program section
that follows. The required coursework for the endorsement programs range from 17 – 24 credit
hours. After completion of the endorsement program and application and acceptance into the
MAED program, the candidates would be required to take additional coursework to total 30
credit hours (an 6-13 credit hours).

Once accepted into the MAED program, candidates work with their advisor to choose additional
graduate level coursework offered by the SOE to reach a total of 30 credit hours. The choice of
courses would be up to the candidate however, prerequisite requirements would need to be
considered in choosing coursework.

Non-Degree Endorsement/Approval Programs

ESL Approval Program

- Candidate must hold a valid Learning Behavior Specialist I endorsement on their
  Professional Educator License.
- Complete 100 clock hours in English as a Second Language field experiences (embedded
  in coursework).
- Complete 3 courses (9 credit hours total).
  - EDU 651 Methods and Materials for Teaching English as a Second Language
  - EDU 654 Assessment of English Language Learners
  - EDU 657 Foundations of Language Minority Education

Bilingual Approval Program

- Candidate must hold a valid Learning Behavior Specialist I endorsement on their Professional Educator License.
- Complete 100 clock hours in Bilingual field experiences (embedded in coursework).
- Complete 3 courses (9 credit hours total)
  - EDU 653 Methods and Materials for Bilingual Education
  - EDU 654 Assessment of English Language Learners
  - EDU 657 Foundations of Language Minority Education
- Complete a language proficiency examination.

ESL Endorsement Program

- Candidate must hold a valid Professional Educator License
- Complete 100 clock hours in English as a Second Language field experiences (embedded in coursework).
- Complete 6 courses (18 credit hours total)
  - EDU 651 Methods and Materials for Teaching English as a Second Language
  - EDU 654 Assessment of English Language Learners
  - EDU 655 Language and Culture
  - EDU 656 Linguistics
  - EDU 657 Foundations of Language Minority Education
  - Either EDU 653 Methods and Materials for Teaching in Bilingual Education Programs, or EDU 661 Literacy Development for English Language Learners.

Bilingual Endorsement Program

- Candidate must hold a valid Professional Educator License
- Complete 100 clock hours in Bilingual field experiences (embedded in coursework).
- Complete 6 courses (18 credit hours total)
  - EDU 651 Methods and Materials for Teaching English as a Second Language
  - EDU 653 Methods and Materials for Bilingual Education
  - EDU 654 Assessment of English Language Learners
  - EDU 655 Language and Culture
  - EDU 657 Foundations of Language Minority Education
  - Either EDU 656 Linguistics and Language Development or EDU 661 Literacy Development for English Language Learners
- Complete a language proficiency examination.

Technology Specialist Endorsement Program

- Candidate must hold a valid Professional Educator License
- Complete 8 courses (24 credit hours total)
    - EDU 776/LIS 724 Integrating Technology into Programming, Services, and Instruction
    - EDU 777/LIS 734 Learning Theories and Instructional Designs
    - EDU 778/LIS 735 Hardware, Operating Systems, Networking and Troubleshooting
    - EDU 779/LIS 754 Systems Analysis and Design
    - EDU 780/LIS 736 Digital & Media Literacy in the Classroom
    - EDU 781/LIS 765 Technology for Leaders
    - Choose 2 additional electives
- Candidate must pass the Technology Specialist Test to obtain the official endorsement through the Illinois State Board of Education.

Learning Behavior Specialist I Endorsement Program

- Candidate must hold a valid Professional Educator License.
- Complete 5-6 courses (15-18 credit hours total)
    - SPED 522 Exceptional Children: Characteristics and the Special Education Process
    - SPED 526 Psycho-Educational Diagnosis (Ages 3-21) (4 credit hours)
    - SPED 649 Psychology and Characteristics of Students with Disabilities
    - SPED 659 Managing Challenging Behaviors
    - SPED 664 Curriculum and Methods for Students with Moderate to Severe Disabilities
    - Either SPED 654 Academic Methods for Early Childhood-Elementary Level Students with Disabilities (for candidates with an elementary endorsement on their license) or SPED 655 Academic Methods for Middle and Secondary Level Students with Disabilities (for candidates with a secondary endorsement on their license)
- Pass the Learning Behavior Specialist I content test.

Certificate Program

Technology Specialist Certificate
- Candidate must hold a valid Professional Educator License
- Complete 4 courses (12 credit hours total)
    - EDU 776/LIS 724 Integrating Technology into Programming, Services, and Instruction
    - Choose 3 additional electives.

School of Education Faculty

Therese Hogan **Interim Director** Associate Professor EdD, Northern Illinois University MSEd, Northern Illinois University BA, Dominican University	**Karen Carlson** Associate Professor PhD, Northwestern University MEd, National Louis University BA, Northwestern University	**Ben Freville** **Program Coordinator.** **Graduate Prog.** Assistant Professor EdD, Loyola University, Chicago MSSpEd, Dominican University MTS, Catholic Theological – Union BA, Bellarmine University
Kimberly Garrett Assistant Professor EdD, Loyola University, Chicago MS, Dominican University BS, Columbia College	**William Gregory Harman** Associate Professor EdD, Hamline University MEd, North Carolina State University BA, Johns Hopkins University	**Dennis J. Kirchen** Professor EdD, Northern Illinois University MEd, Erik H. Erickson Institute BA, National Louis University
Susan McDonough Lecturer PhD, University of Illinois, Chicago MEd, University of Illinois, Chicago BS, Illinois State University	**Anita Miller** Associate Professor EdD, Northern Illinois MS, Northern Illinois BA, Greenville College	**Colleen Reardon** **Program Coordinator** **Alternative Licensure** **Programs** Associate Professor EdD, DePaul University MEd, DePaul University BA, St. Louis University
Josephine T. Sarvis **Program Coordinator,** **Undergraduate Programs** Associate Professor PhD, Loyola University, Chicago MEd, Boston College BA, Boston College	**Penny Silvers** Professor Ed.D. Curriculum & Instruction, National Louis University M.Ed .Xavier University B.S. Northwestern University	**John Snakenborg** Assistant Professor PhD, University of Illinois, Chicago MEd, Roosevelt University BA, San Francisco State University
Debra Vinci-Minogue **Program Coordinator, ESL and Bilingual Education Programs** Associate Professor EdD, Loyola University, Chicago MA, Saint Xavier University BA, Bradley University		

RESOURCES AND SERVICES

Graduate education candidates also benefit from complementary programs sponsored by the School of Education:

• Curriculum Resource Center
• The Rose K. Goedert Early Childhood Education Center
• Summer Gifted and Talented Program
• Center for Professional Development
• Psi Chi Chapter of Kappa Delta Pi Honor Society
• Alumnae/i Association

Curriculum Resource Center
The Curriculum Resource Center, located on the third floor of Mazzuchelli Hall l offers a variety of resources for prospective classroom teachers. School of Education candidates will find curriculum and educational materials to help with class assignments, aid in preparing lesson plans, and to supplement their curriculum during their clinical practice experience. Some of the resources available at the center include assessment materials; children's and young adult literature; kits, games, and manipulatives; science equipment; teaching posters and picture sets; and textbooks used in private and public schools.

The Rose K. Goedert Early Childhood Education Center
The Rose K. Goedert Early Childhood Education Center, directed by the School of Education, is a component of the Dominican University Master of Science in Early Childhood Education program. The center demonstrates the university's commitment to provide quality early childhood education to children 2 to 5 years of age. All programs at the Rose K. Goedert Early Childhood Education Center are accredited by the Illinois Department of Children and Family Services and National Association for the Education of Young Children (NAEYC) and are open to children of Dominican University students, faculty and staff as well as the local community. In addition to qualified early childhood teachers, some School of Education graduate students enrolled in Early Childhood Education courses serve in the center's classrooms as teacher assistants. Undergraduate early childhood education majors may assist as student aides. The Rose K. Goedert Early Childhood Education Center is open year-round, Monday through Friday, from 7:00 a.m. to 6:00 p.m. The center offers a full developmental program. Parents may choose from several attendance plans; however, the center is not available for occasional use. Further information and registration forms are available from The Rose K. Goedert Early Childhood Education Center at (708) 714-9150.

Summer Gifted and Talented Program
The Summer Gifted and Talented Program is designed to engage small groups of intellectually curious students, in grades two through eight, in learning experiences that challenge the imagination, provide creative stimulation and promote inquiry learning. School of Education degree candidates in gifted education are involved as assistants in this program. For more Information, call (708) 524-6525.

Psi Chi Chapter of Kappa Delta Pi Honor Society
The School of Education sponsors the Psi Chi chapter of Kappa Delta Pi, an international education honor society. Annually, persons are inducted into the society in recognition of their scholarship, leadership, professionalism and worthy educational goals. Those elected to the society represent the top 10 percent of those entering the field of education. Members receive updates on current research, a newsletter and scholarly journal. They also are eligible for scholarships and other programs offered by the society.

Alumnae/i Association
Alumnae/i of the School of Education continue to experience a sense of collegiality with one another as they develop professionally. All graduates belong to the Graduate Education Alumnae/i Association and receive School of Education newsletters. The School of Education counts on its alumnae/i as a source of support for the continuous growth of its programs and resources. Many appear as guest speakers in various classes and mentor current students. School of Education graduates teach and administer in the Archdiocese of Chicago, the dioceses of Joliet, Rockford and Springfield, the Chicago Public Schools, countless public school districts, and religiously affiliated and independent nonpublic schools in Illinois and throughout the United States.

UNIVERSITY STUDENT SERVICES

School of Education graduate candidates benefit from a number of services available to Dominican University students and alumnae/i, including:

Rebecca Crown Library
At the heart of Dominican's academic life is the Rebecca Crown Library. The structure provides a natural separation of library sections and departments, with adjacent reading areas and a Cyber Café. New technologies are available to enhance candidate experiences. School of Education students and faculty have full access to a collection of more than 230,000 volumes and subscriptions to 150 online databases with access to more than 29,600 unique full-text periodicals. School of Education degree candidates have access to the library's resources on campus and online through the university's web site, as well as to the media center, which includes numerous slides, films, records, CDs, DVDs and audiotapes. The library's memberships in CARLI (an online network of academic libraries throughout the state), and LIBRAS (a consortium of 17 liberal arts colleges in the metropolitan area) provides additional access to 10 million volumes and more than 80,000 current serial titles. With interlibrary loans through I-Share, a network of 76 academic libraries in Illinois) and OCLC (Online Computer Library Center), materials and information from many additional libraries— public, academic and special—are easily accessible.

University Support Center
The Support Center is a client-centered, single point of contact for Information Technology and other university services at Dominican University including: IT support, parking permits, ID's etc. Support Center contact information is as follows: 708/524-6888 or supportcenter@dom.edu.

Career Development
Dominican University and the School of Education provide a wide range of career development services, resources and advising options to graduate students, undergraduates and alumnae/i. The university's Career Development Office (careers.dom.edu) offers job search advising, assistance with resume writing and workshops in interviewing techniques. Candidates also can access ISCPA, a web-based system used for job postings, student profiles, electronic resume books, calendar of events, etc. It is available 24/7 online. Career development also maintains an active credential file for all teacher candidates who complete clinical practice through Dominican University and provide the necessary documents. Relationships formed in School of Education programs offer graduates significant paths for networking and links for career advancement. Graduates of the School of Education teach and administer in most public school districts, Catholic school systems and many nonpublic schools in Illinois and many other parts of the United States.

Wellness Center
The Dominican University Wellness Center, located in the lower level of Coughlin Hall, provides counseling services, health services, health education, preventive health care and various developmental, educational, support and therapeutic groups. Outreach programs and workshops as well as consultation on issues of wellness education are available to all students. The center is committed to maintaining an atmosphere of openness and trust, encouraging free exploration and discussion of attitudes, beliefs, values and behaviors that are similar to and/or different from those of other people. The staff is dedicated to the promotion of respect and sensitivity for all persons regardless of race, religion, national origin, ethnicity, physical ability or sexual orientation. The staff also actively encourages students to take responsibility for making decisions about their own physical and mental health and for protecting the health of others. Information exchanged between student and professional is kept in complete and strict confidence.

Counseling Services
The counseling services staff offers personal and confidential assistance to all Dominican University students. The Wellness Center's counseling staff are experienced, licensed professionals and graduate level interns who are under the direct supervision of our clinical training staff. Providing clinically excellent mental health care without charge or limits on visits is a point of pride at Dominican. The Wellness Center has a variety of professional collaborative agreements with psychiatrists, psychiatric nurse practitioners, behavior health clinics and hospitals. Students who need a local provider to prescribe controlled substance psychiatric medications should contact the Wellness Center for referrals when they arrive. Maintaining mental health and well-being is an essential component in successfully engaging university life for many students so the Wellness Center encourages students to investigate counseling services before they are overwhelmed. Counseling services are focused on students' strengths and wellness. They may include stress management, counseling, education, consultation or referral to community providers. Students often present a multitude of concerns at the Wellness Center; some of these include adjustment issues, developing identity issues, separation anxiety, social anxiety, relationships, family concerns, depression, anxiety, eating disorders, alcohol and/or substance abuse. The counseling staff provides support and tools for stress management, career indecision, self-esteem and time management.

Student Health Services
The Wellness Center staff provide basic ambulatory health care services to all Dominican students: graduate, undergraduate, commuter, resident, fulltime or part-time. Examples of services include: immunizations, blood tests to verify immunization, allergy shots, cold/flu treatment, STD testing, pap smears, pregnancy testing, cholesterol/routine blood testing, physicals, TB tests, strep throat/mono tests, urinalysis, nutrition and weight management and preventive health maintenance visits. Immunization records are mandatory for students enrolled in six or more hours and are monitored and maintained by the Wellness Center. Please see the immunization policy at dom.edu/wellness for details about your compliance.

Immunization
On July 1, 1989, an Illinois law took effect stating that students registering for post-secondary education must submit to the university, evidence of immunity against those diseases specified in the rules and regulations promulgated by the Illinois Department of Public Health. When registering, students must provide proper documentation of immunizations received.
A form will be sent to each matriculated student, itemizing the necessary immunizations. The completed form must be returned to the Wellness Center before registration becomes final. Individuals born before January 1, 1957, only need to provide proof of age and birth date, e.g., birth certificate, driver's license (if birth date is shown), passport or other documentation and proof of a tetanus/ diphtheria shot within the last 10 years.

Disability Support Services
Disability Support Services promotes and facilitates full access by empowering students with reasonable accommodations, training, collaboration, and innovative programming to create opportunities for diverse learning environments that are usable, equitable, inclusive, and sustainable and is an aspect of diversity that is essential to the larger mission of Dominican **University.** Judy Paulus is the Disability Support Services Coordinator - DSS her office is located in Lewis Hall, Room 132 **(708-524-6822).**

University Ministry
University Ministry welcomes people of all religious traditions and cultures to explore and enliven their spirituality and faith. Rooted in the Catholic Dominican tradition, University Ministry provides an atmosphere of hospitality and offers a variety of programs and services through which faith and spirituality are explored, relationships are developed, and service and justice are experienced as vital to living well in our world. Students are invited to enrich their Dominican experience by participating in university ministry programs, liturgies, interfaith dialogues, social justice and service opportunities, as well as ongoing conversations about faith in our lives and in the world.

COURSE DESCRIPTIONS

MSSPED PROGRAM AND LBS I ENDORSEMENT COURSES

SPED 500 (also listed as ECE 500) Childhood Growth and Development: Infancy–Adolescence (3)
This course is a comprehensive introduction to the principles and basic concepts of typical and atypical child growth and development. This course integrates the physical, cognitive, and social dimensions of a child's life from prenatal development through pubescence. Specific emphasis will be given to the growth and development of young children aged birth through eight years.

SPED 503 (also listed as ECE 503) Child, Family and Community Relationships (3)
The purpose of this course is to assist candidates in developing the necessary skills to work cooperatively with families and community members. This starts with the understanding that all young children are fully functioning members of a diverse and multicultural school, family, and community. In this case, candidates gain insight into family perspectives and experiences by examining the social, economic, legislative, and technological impacts on children and families, including families of children with special needs. They evaluate existing support services and service delivery models in the school and community with respect to diversity, exceptionality, and family health and well-being with a particular emphasis on strategies to promote and ensure effective communication, collaboration, and consultation between home, school, and community.

SPED 522 Exceptional Students: Characteristics and the Special Education Process
In this course candidates study the psychology and characteristics of exceptional students, grades preschool through high school, and access to services in a variety of school settings. Consideration of the impact of disabilities on development, learning, and communication processes are also addressed. A major portion of this course focuses on the special education process including laws, rules, regulations, procedural safeguards as well as development of IEPs and Behavior Management Plans. Candidates will become familiar with their role in the Response to Intervention process, and in working with exceptional students, their families and special education service providers.

SPED 526 Psycho-educational Diagnosis (Ages 3–21) (4)
In this course candidates are introduced to the diagnostic assessment and the processes of assessment involved in determination of the presence of disabilities. The administration, scoring and interpretation of educational tests used in the diagnosis of all types of learning problems in a variety of multi-cultural settings will be addressed. The candidates will receive specific training on how to administer achievement, processing, observation/checklist based and other types of evaluation instruments for students aged preschool through high school. Attention will be given to the terminology of assessment, importance of family history data, the ethical and legal guidelines of assessment, and necessary considerations for diagnostic assessment of ELL students.   Administration of a variety of CBM measures will be addressed focusing primarily on reading, math and written language probes for students in kindergarten through high school.

Participants will also study interpretation of test data including analysis of diagnostic test results and analysis of progress monitoring data. Creating educational assessment reports, and preparation and communication of data for use in educational and instructional planning and data based decision making are also elements of this course.

SPED 560 - Integrating Technology (3)
This course provides an overview of media technologies used in the teaching/learning process. Emphasis is given to effective utilization of media (including interactive and multimedia technologies); facilitating creation/production of media by students and teachers in elementary, middle and secondary schools; copyright issues; and planning for technology.

SPED 643 History, Philosophy and Legal Foundations of Special Education (3)
In this course, candidates will explore the historical, philosophical and legal foundations of the field of special education. Candidates will study the historical treatment of individuals with disabilities as well as the laws and court decisions over the years that eventually led to the legal guidelines that shape special education practice today. Candidates will become familiar with the regulations, procedural safeguards, policies and ethical issues as well as the rights and responsibilities of all parties related to the provision of services to students with disabilities. As candidates move through exploration of the history and philosophical foundations of special education, they will begin to develop their own personal philosophy of education as special educators.

SPED 646 Special Education Internship (1)

The purpose of this course is to provide candidates further and more focused experience in working directly with students with disabilities. Candidates will be assigned to a setting with students with disabilities and work with a certified special education teacher. The candidate observes in this setting and takes an active part in the classroom activities. Through this experience candidates will observe similarities and differences across various aspects of development in students with a variety of disabilities, demonstrate communication and collaboration skills with teachers and related service providers , and will observe and participate in the delivery of different forms of instruction. Candidates will reflect on this experience and address key questions, experiences and issues through focused observations and reflections on specific classroom elements such as behavior management, modes of communication within the classroom, and use of evidence based practices. A university supervisor and the special education cooperating teacher or principal will evaluate the candidate as part of this internship experience. Candidates also complete a self evaluation as part of this internship.

SPED 649 Psychology and Characteristics of Students with Disabilities (3)

The purpose of this course is the study of the 13 major disability categories identified in IDEA with special attention to: learning disabilities, emotional/behavioral disorders, intellectual disability, attention deficit disorder, autism, other health impaired, orthopedic impairments and traumatic brain injury. The etiology, characteristics and impact of each of these disabilities on development, language development and language skills, learning and behavior of students at the preschool, elementary, middle, high school and post high school levels will be addressed.

Candidates will review case studies, become familiar with issues within and across these disability categories, and engage in research on varied aspects of these disability areas. Considerations for ELL learners with suspected disabilities, and the distinction of language differences from language disabilities/disorders are addressed in this course. The impact of the diagnosis on family, the role of culture on the diagnosis of a disability and family impact, and related issues will be examined. Candidates will also become familiar with resources and sources of current information/research on these disabilities.

SPED 654   Academic Methods for Early Childhood-Elementary Level Students with Disabilities (3)

The purpose of this course is to prepare candidates to use a variety of instructional strategies and create learning experiences that encourage early childhood and elementary level student development across many skill domains and the Illinois Learning Standards. The content of this course will initially focus on various forms of lesson planning (including direct instruction, and the inquiry approach, and universal design for learning). Major emphasis is placed on development of effective instructional skills including scaffolding and a variety of academic methods for instruction and remediation in the basic areas for students with a variety of disabilities. This course places particular emphasis on oral language, a balanced approach to reading, instruction, written language, mathematics instruction and support of instruction in content areas (science and social studies). Principles and techniques associated with evidence/research -based practices and methods for assessment, planning and instruction will be addressed including delivery of interventions at tiers 2 and 3 of the Response to Intervention model; and evidence based practices and interventions thus enabling them choose and implement interventions and methods that address IEP goals and objectives, and consider the needs of ELL students within the context of varied service delivery models. Within this course, candidates are expected to prepare pre and post assessments, lessons and lesson plans, tools and activities for instruction of specific skills and strategies, based on knowledge of the discipline, student needs, the general education curriculum and IEP goals.

SPED 655 Academic Methods for Middle and Secondary Level Student with Disabilities (2)

The purpose of this course is to prepare candidates to use a variety of instructional strategies and create learning experiences that encourage middle and high school level student development across many skill domains and the Illinois Learning Standards. The content of this course will focus on academic methods for students with a variety of disabilities with emphasis on RTI tier 2 and 3 academic interventions at the middle and secondary level, the use of technology as a support for math and science instruction,   content area instruction, learning strategies and study skills. This course provides significant coverage of the elements of the evidence based practice of Learning Strategy Instruction. Candidates will gain knowledge of a variety of teaching methods thus enabling them choose and implement instructional sequences and methods that address IEP goals and objectives, consider the needs of ELL students, and allow for errorless learning, development of conceptual understanding and the maintenance and generalization of skills across learning environments. Development of pre and post assessments, lessons and lesson plans and strategies for performance data analysis are an expectation of this course.

SPED/ECE 656 Collaboration/Adaptation in General Education Settings (2)

In this course candidates will examine the importance and process of collaboration with family, classroom teachers, paraeducators, paraprofessionals and other school and community personnel in integrating individuals with disabilities and special learning needs into various social and learning environments. Candidates will examine the Response to Intervention (RTI) model, teacher roles and responsibilities in the Response to Intervention process for both academics and behavior, evidence based practice for students with and without disabilities, including Positive Behavior Intervention Supports and other Tier 1 academic and behavior interventions as well as universal design for instruction.   Additional elements of this course include coverage of instructional supports and interventions for ELL students and for students with disabilities within the general education setting. Candidates will study the process of examining the learning environment and classroom demands combined with the learning characteristics of the student for the purpose of selection of appropriate strategies and materials. Candidates will investigate techniques for modifying instructional methods, curricular materials and the environment as well as modification of state and local assessments..

SPED 658 Fostering Development of Prosocial Behavior (2)
The purpose of this course is to address the social skill needs of students with various disabilities including emotional/behavior disorders, autism, Intellectual disability, learning disabilities, and traumatic brain injury. Candidates will explore assessment of individual and group performance in order to design instruction that meets learners' current needs in the social and emotional domains at the appropriate level of development in the least restrictive environment. Candidates will examine characteristics of environments including materials, equipment and spatial arrangements that facilitate development, learning and interactions between and among students. Evidence based strategies and resources for teaching the scope and sequence in social curricular domains and social skill instruction's place within Response to Intervention Tier 2 and 3 interventions will be addressed. Candidates will design instructional programs that enhance individuals' social participation in family, school and community activities. Additionally, strategies and techniques to arrange and modify the learning environment to facilitate learning according to students' emotional, social and behavioral needs will also be considered in this course. In this course candidates develop a series of lesson plans that integrate social skill instruction into academic instruction.

SPED 659 Managing Challenging Behavior (3)
In this course candidates will study use of appropriate non-aversive, least intrusive management procedures when presented with a variety of behavioral problems including challenging behavior. Candidates will learn the PBIS model; evidence based practices for individual behavior management, crisis prevention, conflict resolution; and effective use of reinforcement. Attention will also be given to procedures to help individuals develop self-awareness, self-control, self-reliance, self-esteem and self-determination and manage their own behavior and for fostering maintenance and generalization of skills across learning environments. As part of this course candidates will study and complete of functional assessments of behavior and develop behavior intervention plans based on student case studies.

SPED 663   Planning and Assessment in Special Education (2)
This course focuses on the instructional planning involved in special education and ongoing

assessment as a necessary component to this planning. This course addresses development of Individual Educational Plans (IEP's) and Transition Plans for students with various disabilities across the age span of K-12. Using case studies, candidates will write IEP's and prepare transition plans for students in special education with particular attention given to development of statements of present levels of performance, annual goals, short term objectives/benchmarks, progress monitoring and reporting of progress, the least restrictive environment, and access to general education and documentation of modification of instruction and assessment in general education settings . The importance of linkages to outside agencies In transition planning will also be addressed within this course. Issues of confidentiality, collaboration with family, community and other professionals will be stressed.   As part of this course candidates will examine curriculum based measurement with a focus on progress monitoring and data based decision making as each relates to the Response to Intervention Model through the use of case studies and student CBM data.

SPED 664 Curriculum and Methods for Students with Moderate to Severe Disabilities (3)
In this course candidates will study instructional techniques and specialized methods that may be aspects of instruction of students with moderate to severe disabilities. This includes coverage of the functional curriculum across a variety of domains including self care, life skills, recreation/leisure, domestic, community and career/vocational. Specialized interventions and methodology for individuals (preschool through high school) with a focus on physical (including positioning/ support), communication (including augmentive communication), and other techniques and methods that support student learning and development of key functional skills will also be addressed. Candidates will examine assessment and adjustment of learning environments, planning and development of instructional programs directed toward objectives established for a variety of key skills, provision of opportunities for student choice and development of positive self-concepts. This course will also include consideration of the importance of use of appropriate materials emphasizing functionality, instruction in natural settings, and interactions between students with and with out disabilities.

SPED 702 Clinical Practice Seminar in Special Education (1)
In this course candidates engaged in their clinical experience in special education meet for weekly seminar meetings. Within these meetings, candidates discuss their clinical experience, examine classroom challenges, and discuss their roles and responsibilities as professionals in the field of special education. Reexamination of candidates' individual philosophies of education, preparation of resumes and the certification process are also addressed within this seminar. Concurrent enrollment in SPED 703 is required with this course.

SPED 703 Clinical Practice in Special Education (4)
In this course, candidates will be involved in a full-time, full semester guided experience in classrooms working with students with disabilities. This course offers candidates the opportunity to apply, in a diverse setting, the knowledge and skills gained through the program's course work and fieldwork. Candidates will provide direct instruction to students individually, in small groups, as a whole class in inclusive and special education classrooms. Candidates are expected to demonstrate communication and collaboration skills with teachers and families of students with disabilities, to participate in and provide instruction based on evidence based

practices, and design/provide modifications based upon specific needs of students across skill domains (academic, social, physical, behavioral, etc.). Within this clinical setting, candidates will demonstrate the ability to interpret information from formal, curriculum based measures and informal assessment s. Candidates are observed and evaluated by a university supervisor multiple times during the semester. The candidates themselves and the special education cooperating teacher or principal evaluate the candidates as well. Concurrent enrollment in SPED 702is required with this course.

TECHNOLOGY SPECIALIST ENDORSEMENT/CERTIFICATE COURSES

EDU 776 Integrating Technology Into Programming, Services, and Instruction (3)
This course provides an overview of media technologies used in the teaching/learning process. Emphasis is given to effective utilization of media (including interactive and multimedia technologies); facilitating creation/production of media by students and teachers in elementary, middle and secondary schools; copyright issues; and planning for technology.

EDU 777 Learning Theories and Instructional Designs (3)
This course focuses on the identification and application of educational and technology-related research, the psychology of learning theories, and instructional design principles in guiding use of computers and technology in education. (3-credit hours)

EDU 778/LIS 7xx Hardware, Operating Systems, Networking and Troubleshooting (3)
This course provides candidates with knowledge of computer hardware and networking, enabling them to identify and rectify computer hardware, software and network related problems. With the help of this course the candidates will be able to understand the hardware specifications that are required to run operating systems and various classroom application programs. This also includes upgrading of existing hardware/software as and when required. (3-credit hours)

Edu779 Systems Analysis and Design (3)
This course introduces candidates to the concepts and techniques of systems analysis and design focusing on their application to educational systems and services. Candidates will explore formal methods for modeling systems and industry practice techniques of analysis that are used to address problems and opportunities in education-based organizations. (3-credit hours)

EDU 780 Digital & Media Literacy in the Classroom (3)
This course explores how media and technology have changed the literacy skills and strategies K–12 students need to develop to access, evaluate, and produce information. Candidates will explore current educational theories, trends, and tools in the use of instructional media and technology across grade levels and subject areas. They will design and teach a lesson with a focus on skills needed for the successful use of technology tools in a P-12 setting based on local, state, and national standards. They will also design and deliver a professional learning experience for other educators about the effective use of technology in teaching and learning. (3-credit hours)

EDU 781 Technology for Leaders (3)
This course focuses on the identification of the components of the role of leadership in the application and integration of technology into the learning process and administrative roles of an organization. It is critical that leaders identify the importance of developing a shared vision of technology in the teaching/learning lifecycle, comprehend change protocols, and develop a strategic plan to guide the implementation and evaluation of technology. During this course, candidates will complete a Capstone Project that will consist of determining a technology need in their educational settings, design a plan to meet this need, field test it and analyze its outcome. (3-credit hours)

EDU 782 Technology in STEM (3)
This course explores the integration of technology into STEM classes in P-12 schools. To follow the Common Core State Standards for Mathematics, NCTM's recommendation for the use of technology in mathematics classrooms, and the Next Generation Science Standards, the course will explore the rationales and technological Pedagogical Content Knowledge (TPACK) for integrating technology into mathematics and science classrooms. The technology tools teachers will explore may include Internet applications and resources, iPad apps, SmartBoard, graphing calculators, and Geometer's Sketchpad etc. Candidates will produce projects to understand and explore the effective use of technology in STEM classrooms. (3-credit hours)

EDU 783 Online/Blended Learning (3)
The course introduces P-12 teachers to blended and online learning. It will introduce them to the current trends and standards in P-12 online teaching and learning; the best practices of engagement, assessment, and differentiation online; and the current technology for online instruction. Candidates will design a syllabus for an online course appropriate for his/her classroom; design a unit of learning for P-12 students; develop one module of blended or online instruction for P-12 students; and evaluate the quality of three modules for blended/online instruction for P-12 students. (3-credit hours)

EDU 784 Teaching and Learning in a 1:1/BYOD Environment (3)
This course focuses on the 1:1/BYOD (Bring Your Own Device) model of teaching and learning. Candidates will explore the technology tools, learning theories, and teaching practices that can be developed/utilized to bring this new and innovative way to personalize learning for students in their P-12 classrooms. They will develop a plan to bring and implement 1:1/BYOD to their schools and design and teach a lesson using it that can be utilized in their classrooms with their students. (3-credit hours)

EDU 785 3-D Printing (3)
This course presents a new form of publishing and manufacturing, 3D printing. 3D printing represents the ability to physically engage with the end product of a three-dimensional computer design. Because of the ability to make the virtual physical, 3D printing has numerous applications to a school setting. Whether a teacher wants to create scalable models of microscopic organisms or chemical elements to engage their students, or an instructor wants to improve a student's spatial and visual skills through computer-aided design, a 3D printer

represents an indispensable tool for a 21st century school. This course prepares candidates to learn about the affordances and constraints of a 3D printer as well as how to use a computer-aided design program to produce an end product via such a device in their P-12 schools/classrooms. (3-credit hours)

EDU 786 Gaming in Education (3)
This course explores how educational games have been used in the classroom for over three decades, and how with the increased acceptance of gaming as a viable means for learning, it can be utilized by today's P-12 teachers. Gamification means bringing some aspect of game design and game theory to bear in course design and class management. This course would familiarize candidates with the concepts and theories of game design across a variety of gaming media in order to help them learn how to gamify their own classes. Participants will be asked to deconstruct a variety of games in order to understand what makes them educational yet engaging, and then design their own game for a gaming medium of their choice. (3-credit hours)

EDU 787 Video Production (3)
This course focuses on digital video production providing design theory and hands-on with camera technique and non-linear editing. Candidates will learn how to take this knowledge and integrate it into the learning process for their P-12 students. They will capture, create, and edit video files for media productions and various delivery formats and learn how these can be integrated in their P-12 curriculums. (3-credit hours)

EDU 788 Data Management Systems (3)
An introduction to database concepts, database design and database implementation. Examines the role of data in the educational environment and the application of database principles in information storage and handling. Candidates will have hands-on practice with a database management system. (3-credit hours)

EDU 789 Internet Fundamentals and Design (3)
This course introduces candidates to the fundamentals of the Internet, including its origins, evolution, architecture, current issues and future. Candidates will gain a basic understanding of Web content languages, Web site management, and design/usability principles. Critical Internet issues such as security, privacy, copyright and governance will be discussed within the context of educational services. Candidates will design a website that could be utilized in an educational setting. (3-credit hours)

EDU 790 Social Media and Emerging Technologies (3)
This course examines the latest applications of social media and emerging technologies in educational settings. Candidates will experience an immersive learning environment via popular social media platforms and hands-on practices in the lab. Multimedia information creation and dissemination, new online business models, data security, ethics and privacy issues will also be explored.

EDU 791 Assistive Technology (3)

This course explores the teaching and learning of students with disabilities. Candidates gain hands-on experience using a variety of evidence-based assistive technology tools. They gain an understanding of procedures for the assessment of assistive technology needs, and decision-making guides and frameworks for planning for the use of assistive technology as well as use of assistive technology to support Universal Design for Instruction. Candidates examine ways of integrating assistive technology tools into students' IEPs in order to increase access to the general education curriculum. Candidates also gain experience using technology for administrative purposes, such as gathering and charting data, and monitoring progress.

ESL/BILINGUAL APPROVAL/ENDORSEMENT COURSES

EDU 651 Methods and Materials for Teaching English as a Second Language (3)
In this course, candidates will implement effective instructional methods for teaching English as a Second Language. Classical methods such as Grammar Translation as well as modern methods for teaching English such as Silent Way and TPR will be contrasted. More current approaches to English language teaching will also be examined in this course, as well as a reflection of new insights from research in second language acquisition. An emphasis on content area methods such as SIOP and CALLA will be stressed. A secondary focus on curriculum design and the development of an interdisciplinary curriculum unit will be taught as well.

EDU 653 Methods and Materials for Teaching in Bilingual Classrooms (3)

In this course, candidates implement effective instructional methods for the development of native language proficiency in the bilingual classroom. Candidates identify, formulate, apply and adapt approaches and methods in order to develop high quality instruction that will enhance bilingual students' cognitive and academic growth in their primary language, including the use of various technology and software programs. Methods that focus on integrating reading, writing, listening, and speaking the target language during each lesson will be stressed. Spanish Language Standards (SLA) from WIDA will be used. Designing bilingual curriculum units will also be required.

EDU 654 Assessment of ELL Students (3)
In this course, candidates analyze a number of issues pertaining to the assessment of English Language Learners. Candidates examine the political context for assessment, including trends in statewide testing and recent changes in federal legislation and study the guidelines for appropriate assessment procedures in the identification and placement of English Language Learners, especially ELL students with special needs. Candidates will implement a variety of classroom-based assessments through a portfolio system. The development of a pre-assessment and post-assessment for a curriculum unit will also be developed and implemented in order to assess value-added data. The analysis of student achievement data using statistics will also be addressed.

EDU 655 Language and Culture (3)
The candidate understands the diverse characteristics and abilities of each ELL student and how

individuals develop and learn within the context of their social, economic, cultural, linguistic, historical and academic experiences. The candidate uses these experiences to create instructional opportunities that maximize ELL student learning as well as to better understand the communities outside of the school. Issues related to diversity, inclusion, equity and equality, tolerance and cultural competency will be addressed extensively. A deeper analysis of an educator's implicit biases, misconceptions and prejudices will be examined in relation to student expectations and achievement.

EDU 656 Linguistics and Language Development (3)
In this course, candidates will undertake the scientific study of language through an analysis of phonetics, phonology, syntax, semantics, and pragmatics. Candidates will also better understand their ELL students' use and display of sound-letter correspondence, letter-word formation, word patterns, sentence structure, morphology and discourse levels in the English language. The course also focuses on the history of the English language, the role of dialects and linguistic family trees across the globe.

EDU 657 Foundations of Language Minority Education (3)
This course provides an introduction to the historical, philosophical, political, social, and scientific issues that have contributed to public policy regarding educational services for English Language Learners. The candidate will begin by examining the neurolinguistic and psycholinguistic models for language acquisition, how language functions in the brain, and how the bilingual brain activates languages. Then a comprehensive focus will be placed on the different types of language education programs in the United States as well as the best research-based practices for English Language Learners in our schools. Historical trends, political policies and legal issues related to language education in the United States as well as foreign countries will also be discussed.

EDU 661 Literacy Development for ELL Students (3)
In this course, candidates will focus on the multiple areas of English language acquisition: phonics, phonetics and phonemic awareness; morphological awareness; vocabulary development and acquisition; word knowledge and acquisition; reading fluency and comprehension; and the products, processes and stages of writing. Candidates will complete a literacy portfolio in which they apply the various literacy techniques, methods and strategies demonstrated in the course. A focus on building academic literacy for English Language Learners will also be emphasized throughout the course.