Department of Curriculum and Instruction

Contact Information:
Department of Curriculum and Instruction in the College of Education (COE) offers a program leading to the degree of Bachelor of Arts in Urban Education. The BA program leads to a State of Illinois Professional Educator License (PEL) in Elementary Education (Grades 1–6). The BA program also offers the Middle Grades Endorsement (Grades 5–8) in different disciplines as additional endorsements for the initial PEL.

The program is committed to preparing high-quality educators for urban neighborhood schools, in partnership with Chicago Public Schools. The program also reflects UIC’s conceptual framework: UIC educators are committed to the democratic ideal of developing the full potential of all students. They develop professional knowledge through study and critical analysis, and demonstrate effective practices consistent with their professional knowledge and ideals.

The BA in Urban Education program provides emerging educators the deep learning and engagement necessary to build pedagogies inclusive of all students, infused with contextual understanding of systemic oppressions in urban schooling, and founded upon principles of equity and justice.

The BA in Urban Education provides the opportunity for students to become teachers for elementary school settings and earn a Grades 1–6, Elementary Education teaching license with the option of adding any of four middle grade (5–8) endorsements, as well as subsequent others. BA Teacher Candidates (TCs) are expected to develop the following:

a. a deep understanding of school inequities and community knowledges;

b. a personal investment to children's learning in undersupported schools; and

c. a commitment to critical self-reflection and inquiry into learning and teaching.

These expectations are largely developed by having TCs conduct their student teaching in partner public schools with whom faculty have professional, scholarly, and philosophical connections. The schools working in partnership with the BA in Urban Education Program serve as sites for ongoing collaborations in development of curricula, pedagogical practices, and urban education scholarship.

Admissions Requirements

The BA in Urban Education program has adopted the university’s admissions requirements as listed in the Admissions section of the catalog under First Year Applicant and adheres to the campus policy on transfer students.

All freshmen and sophomores will initially be admitted to the BA in Urban Education major in the College of Education and complete the Urban Education Core Curriculum. Students must complete the 60-hour Urban Education Core Curriculum required for admission to the last two years of Elementary Education concentration. All students must maintain a GPA of 2.50/4.00 to remain in good standing during the first two years of the program. Students should complete Core Curriculum course work in four years or fewer. When students complete the Urban Education Core Curriculum, they must apply for candidacy - the state designation of students prepared to embark on intense and field-based professional course work. In addition, courses required for licensure cannot be taken for the credit/no credit and/or pass/fail option.

Candidacy

Students in good standing may obtain an application for candidacy to the Elementary Education concentration in the semester during which they complete the Urban Education core curriculum requirements. In addition to remaining in good standing, students who wish to become candidates in the Elementary Education concentration must:

- complete 50 service learning hours working with a diverse group of students in an urban educational setting;
- maintain both a minimum cumulative GPA of 2.50/4.00 and a GPA of 2.50/4.00 across eight courses in core content areas (English, mathematics, science, and social studies) at the time of application. Courses, including courses in the content areas, in which a student receives a grade lower than a C will not be applied to the licensure requirements.
- complete preprofessional trainings and approval processes for entry into fieldwork-based courses and practica.

Once a student is accepted for candidacy in the EE concentration, s/he formally becomes a candidate for teacher licensure.

Student Teaching—Senior Year

In order to qualify for entry into student teaching, a Teacher Candidate (TC) must maintain an overall GPA of 2.50/4.00 and a minimum 3.00/4.00 for professional education courses. Courses in which a student receives a grade lower than a C will not be applied to licensure requirements. Required courses cannot be taken for the credit/no credit and/or pass/fail option. Students must also pass the Illinois State Content Test in their area of endorsement prior to student teaching. TCs will student teach in the senior year. The TC should have completed all fieldwork leading to student teaching with satisfactory progress. TCs will conduct all of their student teaching practica in urban sites with which program faculty have had long-standing partnerships. In these partnerships, program faculty have identified school leaders and teachers who have a deep understanding and commitment to the families and communities that they serve.

Degree Program

- BA in Urban Education

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CI 400. Anthropology & Education. 3 or 4 hours.
This course uses an anthropological approach in the study of formal and informal educational processes to understand the relationship between education, culture and society as represented in ethnographic texts. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): Consent of the instructor. Recommended background: ED 100, and ED 135, and ED 205; and ANTH 100 or ANTH 101.

CI 401. Methods of Reading: Early Literacy in Urban Classrooms. 3 hours.
Exploration of literacy assessment and teaching (including decoding, early writing, spelling, oral language, and comprehension), with a focus on learning to read and write. Course Information: Previously listed as ED 257.

CI 402. Reading and Writing in the Content Areas: Intermediate Literacy in Urban Classrooms. 3 hours.
Exploration of advanced aspects of literacy instruction (e.g., comprehension, writing, literacy in the content areas), with a focus on reading and writing to learn. Course Information: Previously listed as ED 340. Prerequisite(s): CI 401 and junior standing or above and admission to the Bachelor of Arts in Elementary Education program.

CI 403. Literacy in the Disciplines: Adolescent Literacy in Urban Classrooms. 3 hours.
Exploration of using literacy in disciplinary content areas, including building prior knowledge and specialized vocabulary. Course Information: Previously listed as ED 341. Prerequisite(s): Junior standing or above and admission to the B.A. in Urban Education, Concentration in Elementary Education Program. Successful completion of CI 402.

CI 404. Teaching and Learning Mathematics in the Urban Classroom. 3 hours.
Helps prospective teachers create a foundation from which they can develop an exemplary mathematics teaching practice. Course Information: Previously listed as ED 342. Prerequisite(s): Junior standing or above and admission to the Bachelor of Arts in Urban Education, and Math 140 and Math 141; or the equivalent courses.

CI 405. Teaching and Learning Science in the Urban Classroom. 3 hours.
Learning how to teach core scientific and engineering ideas, crosscutting concepts, and practices to advance student learning with a focus on community and societal relevance. Course Information: Previously listed as ED 343. Prerequisite(s): Junior standing or above; and consent of the instructor.

CI 406. Teaching and Learning Social Sciences in the Urban Classroom. 3 hours.
Models effective teaching of history and social sciences in urban classroom, in a way that is inclusive of diverse peoples, cultures, and histories. Students learn to teach core concepts, intellectual skills, and participatory dispositions. Course Information: Previously listed as ED 344. Prerequisite(s): Junior standing or above and admission to the Bachelor of Arts in Urban Education.

CI 410. Literature, Social Studies, and the Arts in the Elementary School. 4 hours.
Theory and practice in curriculum development, planning instruction, and assessing learning in elementary classrooms. Literature, social studies, and the arts content foci. Course Information: Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

CI 411. Creating Learning Environments in the Elementary School. 3 hours.
Examination of beliefs about teaching culture and learning in urban America in relation to the creation of learning environments with emphasis on application of state standards in classrooms and the development of a electronic teaching portfolio. Course Information: 30 hours of fieldwork required. Prerequisite(s): Graduate standing and CI 412. Class Schedule Information: To be properly registered, students must enroll in one Laboratory-Discussion, one Lecture-Discussion and one Practice.

CI 412. Dynamics of Learning Environments. 3 hours.
Exploration of multiculturalism and bilingualism/biculturalism in schools and families. Continued development of electronic portfolio for meeting Illinois professional teaching and technology standards. Course Information: Prerequisite(s): Graduate standing and Enrollment in M.Ed. in Elementary Education Program. Class Schedule Information: To be properly registered, students must enroll in one Laboratory-Discussion, one Lecture-Discussion and one Practice.

CI 413. Foundations of Literacy Instruction, K-8. 4 hours.
For prospective teachers, introduction to teaching literacy K-8; examining cognitive, social, developmental perspectives; relationships between language and literacy; connections to school subjects; aligning instruction, assessment, standards. Course Information: Extensive computer use required. Word processing on writing; search engines for examining literacy curriculum, professional organizations, email networks. Prerequisite(s): Graduate standing.

CI 414. Middle and High School Literacy. 3 hours.
Focuses on the teaching of reading and writing strategies appropriate for disciplinary learning and expression. Course Information: Field work required. Prerequisite(s): Junior standing or above; and consent of the instructor.

CI 428. Curriculum and Teaching in Secondary Education. 3 hours.
Introduction to the study of curriculum and teaching. Specifically designed for graduate students wanting to become middle and high school teachers, students who are newly admitted to the secondary education program. Course Information: Credit is not given for CI 428 if the student has credit for ED 430. Field work required. Prerequisite(s): Open only to Master's degree students in the Secondary Education Program; and consent of the instructor.

CI 429. Secondary Science Education in Urban Settings. 4 hours.
Introduction to the study of curriculum and teaching for those interested in urban education and who want to become secondary science teachers at the high school level. Course Information: Previously listed as CI 529. Recommended Background: At least 18 credit hours of coursework in a science field.
Cl 430. Teaching Middle Grades Social Sciences: Content and Methods. 3 hours.
Models effective teaching of history and the social sciences in the urban elementary classroom grades 5-8, in a way that is inclusive of the diverse peoples, cultures, and histories that make up our society. Course Information: Prerequisite(s): Junior standing or above; or consent of the instructor. Restricted to students in the College of Education and Secondary History Education Program students in LAS.

Cl 450. Societal Bases of Languages, Literacies and Learning. 4 hours.
Introduction to social and cultural processes by which languages and literacies are learned and develop in and out of school within the broader policy and ideological contexts. Course Information: Prerequisite(s): Graduate standing.

Cl 451. Foundations of Writing. 3 or 4 hours.
Introduction to writing research, theory and practice, including writing development, processes, digital writing, pedagogy, assessment. Combines academic study of writing theory/research with guided inquiry into writing processes and pedagogy. Course Information: 3 undergraduate hours. 4 graduate hours. Previously listed as CI 544. Extensive computer use required. Prerequisite(s): CI 401 and CI 402. Recommended background: Admission to the M.Ed. in Instructional Leadership: Literacy, Language and Learning, or the B.A. in Urban Education program.

Cl 452. Children’s and Young Adult Literature and Media. 3 or 4 hours.
Overview of trade books and media for children from preschool through adolescence. Emphasizes critically reading, selecting, evaluating materials appropriate for developmental stages, curricular connections, and students in our multicultural society. Course Information: 3 undergraduate hours. 4 graduate hours. Previously listed as CI 546.

Cl 453. Digital Literacies and Learning. 4 hours.
Theoretical foundations of digital literacies and learning focusing on critical interpretation/production involving texts, tools, and technologies that are online, mobile, and/or networked. Includes methods for teaching digital literacies P-12.

Cl 464. Bilingualism and Literacy in a Second Language. 4 hours.
Theoretical foundations of second language acquisition and the teaching of English as second language. Methods and materials for teaching reading and writing in bilingual/ESL settings. Course Information: Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

Cl 470. Language, Culture, and Learning in Urban Classrooms. 3 hours.
An introduction to the study of multilingualism, language development, learning, and methodologies for teaching in linguistically and culturally diverse educational settings. Course Information: Previously listed as ED 346.

Cl 472. Language Proficiency Assessment and ESL Instruction. 4 hours.
Study of and practicum in English language proficiency assessment; methods, materials, and resources for assessing oral language, reading, and writing in P-12 school settings. Course Information: Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

Cl 475. Teaching and Learning of the Natural Sciences. 3 hours.
Prepares teacher candidates with the knowledge, skills and dispositions needed for teaching science in urban contexts by investigating big questions and concepts in natural sciences education. Course Information: Previously listed as CI 530. Field work required. Prerequisite(s): Graduate standing; or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

Cl 481. Foundation and Current Issues in Educating English Language Learners. 4 hours.
Philosophical, theoretical, socio-cultural and educational examination of learning and achievement issues that culturally and linguistically diverse students face in American schools. Course Information: Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

Cl 482. Assessment and Instruction: A Multilingual/Multicultural Perspective. 4 hours.
Methods and materials for teaching English language learners (ELLs) in bilingual/ESL classrooms. Emphasis upon curricular and methodological practices, assessment for academic placement, and instruction. Course Information: Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

Cl 484. Curriculum and Instruction in the Middle School. 3 hours.
Philosophy, curriculum, and instructional methods for teaching middle grade students (grades five through eight). Content area reading is included. Course Information: Prerequisite(s): EPSY 255 or both ED 200 and ED 210; or graduate standing and either ED 402 or ED 403, and ED 421; and approval of the of the College of Education.

Cl 494. Special Topics in Curriculum and Instruction. 1-4 hours.
Exploration of an area not covered in existing course offerings. Content varies. Course Information: May be repeated to a maximum of 12 hours. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.

Educational Psychology

EPSY 100. Introduction to Human Development and Learning. 3 hours.
Examines basic concepts and theories in human development. Discusses relationships between biological, cognitive, social, and cultural aspects of development with learning across the lifespan. Course Information: Prerequisite(s): Consent of the instructor.

EPSY 150. Human Development and Learning Academic Success. 2 hours.
Provides first year students in the Human Development and Learning (HDL) an introduction to the first-year college experience, HDL Program, College of Education, and UIC to facilitate students' academic and personal adjustment to university life. Course Information: Meets eight weeks of the semester. Prerequisite(s): Freshman undergraduate status.

EPSY 160. Games, Learning, and Society. 3 hours.
Explores the development and design of games for teaching and learning. Critical analysis of games and how they shape interactions among players, their learning, and their connection to society. Course Information: Same as ED 160. Individual and Society course.
EPSY 210. Principles of Learning and Instruction Across the Lifespan. 3 hours.
How people learn and the design of instruction and assessment across a broad set of formal and informal instructional environments and populations. Course Information: Same as ED 210. Prerequisite(s): Sophomore standing or above; or consent of the instructor. Secondary Teacher Education students should enroll in the ED 210 section. All other students should enroll in the EPSY 210 section.

EPSY 242. Introduction to Sexuality Development Across the Lifespan. 3 hours.
Examine all aspects of the development of sexuality across the lifespan. Course covers physiological, cognitive, behavioral, emotional, identity, and relational components of sexuality development and how contextual factors shape sexual development. Course Information: Prerequisite(s): EPSY 100 or PSCH 100. Individual and Society course.

EPSY 255. Child Development in Contemporary Society. 3 hours.
Examination of theories on child development that explain age-related differences in cognition, socio-emotional development, physical development, and social changes and how this relates to 0-12-year-old children's learning and educational needs. Course Information: Prerequisite(s): ED 100 or PSCH 100 or EPSY 100; or consent of the instructor.

EPSY 256. Adolescent and Early Adulthood Development in Contemporary Society. 3 hours.
Overview of social, cognitive, and physiological development of adolescent and early adult development. Examines the contexts and institutions that influence adolescent and adult development, with a particular interest in the urban context. Course Information: Prerequisite(s): Grade of C or better in EPSY 100 or PSCH 100, or consent of the instructor. Recommended background: EPSY 210 and EPSY 255.

EPSY 257. Adult Development and Aging in Contemporary Society. 3 hours.
Overview of social, emotional, personality, cognitive, behavioral, and physiological changes associated with adult development and aging (young adulthood through late age). Will examine influence of cultural contexts and institutions on development. Course Information: Prerequisite(s): Grade of C or better in EPSY 100 or Grade of C or better in PSCH 100; or consent of the instructor.

EPSY 263. Sport, Global Cultures, and Development. 3 hours.
Students will explore different regions of the world through sport, and will consider how sport is a means of identifying, sharing, and even transforming the values and cultural norms in these regions.

EPSY 320. Understanding Children's Social Development & Socialization in an Urban Context. 3 hours.
Introduces social development and socialization theories as it relates to children growing and learning in an urban context. Course Information: Extensive computer use required. Prerequisite(s): EPSY 100 or PSCH 100 or ED 100; and EPSY 255 or PSCH 320; or consent of the instructor.

EPSY 326. Child Health, Safety, and Nutrition. 3 hours.
Early childhood curriculum, regulations, standards, policies, and procedures related to child health, safety, and nutrition birth - age 8. Emphasis on partnering with families and community and integrating and maintaining health, safety, and nutrition. Course Information: Prerequisite(s): EPSY 255.

EPSY 340. Self and Identity Development Across the Lifespan. 3 hours.
Overview of theories, research, and contextual factors related to self and identity development across the lifespan, as well as developmental implications for individuals' learning, health, and well-being. Course Information: Prerequisite(s): Grade of C or better in two of the following: EPSY 255, EPSY 256, or EPSY 257 or equivalent, or consent of instructor. Recommended background: Coursework in human development and learning, psychology, and/or sociology.

EPSY 360. Assessment in the Urban Elementary Classroom I. 2 hours.
Beginning concepts in the design, administration, and scoring of assessments useful in urban elementary classrooms for measuring different types of learning outcomes, from simple to complex. The focus will be on achievement assessments. Course Information: 2 hours. Extensive computer use required. Field work required. Thirty hours of fieldwork required. Prerequisite(s): EPSY 255 and junior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 361. Assessment in the Urban Elementary Classroom II. 2 hours.
Continuing and advancing concepts of design, administration, and scoring of assessments useful in urban elementary classrooms for measuring different types of learning outcomes, from simple to complex. The focus will be on performance assessments. Course Information: 2 hours. Extensive computer use required. Field work required. Prerequisite(s): EPSY 255 and EPSY 360; and junior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 363. Understanding and Applying Research in Human Development. 3 hours.
Provides students with the necessary skills to become critical consumers of research in human development, learning, and instruction. Emphasis on making sense of research findings and when and how to apply findings in a variety of settings. Course Information: Prerequisite(s): Grade of C or better in two of the following: EPSY 255, EPSY 256, EPSY 257 or equivalent, or consent of instructor.

EPSY 370. ECE and Curriculum. 3 hours.
Emphasizes planning, organizing, implementing, and evaluating programs for young children with diverse learning needs birth - 8 years. Students will be provided with an understanding of developmentally appropriate programs and practice. Course Information: Prerequisite(s): EPSY 100 and EPSY 255 and EPSY 210; or consent of the instructor.

EPSY 371. Human Development and Learning in the Context of Institutions. 3 hours.
Explores human development and learning within the context of institutional systems such as juvenile justice, child protective services, residential treatment, and hospitals. Course Information: Prerequisite(s): EPSY 100 or PSCH 100 or EPSY 255 or EPSY 256 or EPSY 257 or ED 210; or EPSY 210 or EPSY 363.
EPSY 372. Youth, Families, Communities, and Justice. 3 hours.
Explores research and literature on the experiences of youth, families, and communities as they relate to the justice system. Emphasis on the effects of incarceration on human development and learning, and children of incarcerated parents. Course Information: Prerequisite(s): EPSY 100 or PSCH 100 or EPSY 255 or EPSY 256 or ED 210 or EPSY 210 Or consent of instructor.

EPSY 373. Advanced Research Methods in Human Development and Learning. 3 hours.
Conducting research in human development and learning. Emphasis on designing and implementing studies, analyzing data, interpreting findings, and communicating with the scientific and broader community. Course Information: Prerequisite(s): Grade of C or better in EPSY 363 or equivalent, or consent of instructor.

EPSY 374. Observation, Curriculum, and Learning Environments for Very Young Children. 4 hours.
Explores principles and practices needed to provide high quality infant/toddler care and education. Course Information: Prerequisite(s): EPSY 255. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 380. Instructional Design and Training. 3 hours.
An introduction to the field of instructional design and training, current trends and issues impacting the field, and future directions and careers in the field. Topics include visual literacy, ADDIE, technology tools, and technology integration. Course Information: Extensive computer use required.

EPSY 382. Child, Family, and Community. 3 hours.
Explores the importance of relationships between young children, their families, the community, and the early childhood setting. Examines issues of diversity and anti-bias approaches as well as current policies and practices that influence families. Course Information: Prerequisite(s): EPSY 100 or EPSY 255 or EPSY 210; or consent of the instructor.

EPSY 383. Critical Perspectives in Latinx Human Development. 3 hours.
Focuses on the contextual, cultural and societal factors that influence the healthy development of Latinx people in the U.S. Major topics are immigration, racial/ethnic identity, racism, acculturation, resistance and social change. Course Information: Prerequisite(s): EPSY 100 or PSCH 100; or SOC 100 or SOC 105; or LALS 101. Open only to juniors and seniors; or consent of the instructor.

EPSY 396. Independent Study. 1-4 hours.
Students carry out independent study under the direction of educational psychology faculty member. Course Information: May be repeated to a maximum of 16 hours. Prerequisite(s): Sophomore standing or above; and consent of the instructor.

Students carry out directed research under the mentorship of educational psychology faculty member. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated to a maximum of 16 hours. Prerequisite(s): EPSY 363 or equivalent course, and consent of the instructor.

EPSY 400. Print-based Instructional Materials: Design and Development. 3 hours.
Focuses on the design and development process for creating and presenting print-based instructional materials for various learning contexts, to include basic analysis, design, layout, and development guidelines. Course Information: Extensive computer use required.

EPSY 405. Educational Assessment and Evaluation. 3 hours.
Design, administration and scoring of assessments and evaluations useful in educational contexts for measuring different types of learning, program and developmental outcomes, from simple to complex. Course Information: Prerequisite(s): EPSY 255; or junior standing or above; or consent of the instructor.

EPSY 413. Youth Development Colloquium. 1 hour.
Focuses on current issues and trends in the field of youth development. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated. Prerequisite(s): Junior standing or above.

EPSY 414. Developing Programs For Youth. 3 hours.
Survey, evaluation, and development of models and programs designed to facilitate growth, development and learning for diverse youth. Specific focus will be on planning programs for youth (ages 10 - 25). Course Information: Previously listed as CI 416. Prerequisite(s): Consent of the instructor or enrollment in the Youth Development Program.

EPSY 415. Fieldwork in Human Development and Learning in Urban Contexts. 3 hours.
Experience working with programs that foster the developmental needs of young people in urban contexts. Students will design, implement and evaluate programs that promote personal development and independent action among youth. Course Information: May be repeated to a maximum of 6 hours. Previously listed as CIE 415. Field work required. Prerequisite(s): EPSY 363; and junior standing or above. Recommended background: EPSY 414. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 416. Systematic Approaches to Program Quality. 3 hours.
An overview of theories and practical methods in exploring the interrelated system of program development, quality implementation, and evaluation. Relevant for those working in diverse settings and with diverse youth. Course Information: Recommended background: coursework in psychology or educational psychology. Prerequisite(s): EPSY 363 or EPSY 414; or junior standing or above; or consent of the instructor.

EPSY 420. Advanced Social Development of Children in an Urban Context. 3 or 4 hours.
Course examines some general principles of children’s (3-14 years old) social development and socialization and the applicability of these principles for urban-dwelling children. Prerequisite(s): Admission to the graduate program in education, psychology, social work, public health, or consent of the instructor.

EPSY 424. Family Diversity and Film: A Resilience Framework. 3 hours.
Examines diverse families through the use of films as “case studies.” Using classic/contemporary films that depict multiple family structures, social-classes, and experiences within families, the internal dynamics of family life are explored. Course Information: Extensive computer use required. Prerequisite(s): EPSY 100; or consent of the instructor. Recommended Background: EPSY 100 and SOC 100 and PSCH 100.

EPSY 426. Development, Health and Wellness: Conception to age 8. 4 hours.
Focuses on the developmental processes in cognitive, social/emotional, language, and physical domains. Special consideration will be given to the interaction: health, wellness, social, cultural, and interpersonal environments of children. Course Information: Previously listed as EPSY 526. Field work required. Prerequisite(s): EPSY 255; and senior standing or above. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.
EPSY 429. Constructivist Approaches to Development: Piaget and Vygotsky. 3 hours.
Piaget’s and Vygotsky’s theories of development of knowledge. Empirical and logico-mathematical forms of knowledge. Thought and action. Thought and language. Course Information: Same as PSCH 429. Prerequisite(s): EPSY 255 or EPSY 426 or ED 422; and senior standing or above; or consent of the instructor.

EPSY 430. Interactive Online Instruction: Design and Development. 3 hours.
Focuses on the design and development process for creating interactive e-learning for various learning contexts. Course Information: Extensive computer use required.

EPSY 440. Engaging Multimedia Instruction: Design and Development. 3 hours.
Focuses on the design and development of interactive instructional animations that may stand-alone or be integrated as part of a learning program. Course Information: Extensive computer use required.

EPSY 446. Characteristics of Early Adolescence. 3 hours.
Physiological, social, emotional and cognitive development of early adolescence. The relationship between these developmental characteristics and success in the middle grades. Course Information: Same as PSCH 423. Prerequisite(s): Admission to a program in psychology or education; or approval of the College of Education or consent of the instructor, EPSY 210 or EPSY 256 or ED 421 or ED 422.

EPSY 449. Early Childhood/Early Childhood Special Education: Perspectives, Policies and History. 3 hours.
Perspectives, policies, history, and foundations of Early Childhood Education and Early Childhood Special Education. Emphasis on the effects of changing economic, political, legal, social, and views of human development. Course Information: Same as SPED 449 and EDPS 449.

EPSY 450. Assessment and Evaluation of Learning Outcomes and Instructional Products. 3 hours.
Designed to develop knowledge and skills in systematically evaluating student learning and instructional technology product outcomes related to program goals and standards. Course Information: Extensive computer use required.

EPSY 451. Staff Management and Human Relations for Leaders in Early Childhood Education. 3 hours.
Designed for directors, supervisors and managers in early childhood programs. Focuses on the administrator’s role in staff development and human relations, including recruitment, hiring, retaining, training, support and evaluation of personnel.

EPSY 452. Legal, Fiscal and Program Management for Leaders in Early Childhood Education. 3 hours.
Provides students with opportunities to learn and apply current theories of administration in order to improve their skills in managing early childhood education programs.

EPSY 453. Educational Programming and Community Relations for Leaders in Early Childhood Education. 3 hours.
Designed for directors and managers in early childhood programs. Focuses on development and implementation of a program philosophy, curriculum for typically and atypically developing children; and promoting a positive image to the public.

EPSY 461. Seminar and Fieldwork in Human Development and Learning. 3 hours.
The culminating course for students in the Child and Youth Development and Early Childhood Education concentration of the Human Development and Learning BA program. Students have opportunities to bridge theory and research with professional practice. Course Information: Field work required. Prerequisite(s): ECE 426 and ECE 427 and ECE 455 and ECE 456 or equivalent. For CYD concentration: EPSY 385, 420, 445, 414 or equivalent. Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Practice.

EPSY 465. Understanding Students with High Incidence Disabilities. 3 hours.
Uses major theoretical frameworks of human development to examine the characteristics and development of students with high incidence disabilities, ages 3-21. Course Information: Same as SPED 465. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 466. Language Development, Diversity, and Disabilities. 3 hours.

EPSY 467. Understanding Students With Low Incidence Disabilities. 3 hours.
Explores characteristics and development of children and youth with low incidence disabilities, ages 3-21, as well as how schools address their instructional needs. Course Information: Same as SPED 467.

EPSY 471. Facilitating Healthy Development in the Context of Trauma. 3 hours.
Examines the impact of trauma on youth and ways to facilitate healthy development among youth who have experienced trauma. Course Information: Prerequisite(s): EPSY 100 or PSCH 100 or EPSY 255 or EPSY 256 or EPSY 363; or graduate standing.

EPSY 472. Justice, Discipline, and Human Development and Learning. 3 hours.
Explores several disciplinary frameworks and how these frameworks affect human development and learning and how structural oppression is connected to discipline disparities across a variety of contexts (e.g., school-to-prison pipeline). Course Information: Prerequisite(s): EPSY 100 or PSCH 100 or EPSY 255 or EPSY 256 or EPSY 363; or graduate standing.

EPSY 482. Collaborating with Families, Community, and Professionals. 3 hours.
Explores the dynamics of professional collaboration with families, addressing characteristics, structures, and processes of collaboration for children and youth with and without disabilities. Course Information: Same as SPED 482. Previously listed as EPSY 582. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 494. Topics in Educational Psychology. 1-4 hours.
Seminar on a pre-announced topic focusing on methodology, research and educational implications of recent models of learning, problem solving, and thinking. Course Information: May be repeated to a maximum of 12 hours. Prerequisite(s): Consent of the instructor.

EPSY 496. Independent Study. 1-4 hours.
Students carry out independent study under the direction of educational psychology faculty member. Course Information: Prerequisite(s): Junior standing or above; and consent of the instructor.
Education

ED 100. Introduction to Urban Education. 3 hours.
Introductory and cross-disciplinary examination of issues related to education in urban America, with particular attention paid to policies and practices impacting diversity and equity in public schools. Course Information: Students need College approval to concurrently enroll in ED 100 and ED 205. Individual and Society course, and US Society course.

ED 101. Critical Literacies in a Digital Democracy. 3 hours.
Digital consumption, creation, and collaboration have significant impacts on participation in democratic processes. In this class we will learn about and engage in digital literacy practices including critical analysis and multimedia composing. Individual and Society course.

ED 135. Child and Youth Policies in Urban America. 3 hours.
Examines policies and practices for children and youth in urban America using historical, sociological, psychological and economic frameworks. Integrates disciplinary knowledge of educational policies and practices. Individual and Society course, and US Society course.

ED 151. College Connection I. 1 hour.
Strategies to facilitate the transition from high school to college by helping students develop skills with faculty and staff guidance, to utilize resources that will lead to success in college, specific to the Bachelor of Arts in Urban Education program. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated to a maximum of 4 hours with approval. Approval to repeat course granted by the college. Prerequisite(s): Membership in the Honors College or approval of the College of Education.

ED 152. College Connection II. 1 hour.
A continuation of ED 151 College Connection I which facilitates the transition from high school to college by helping students develop specific skills and utilize resources that will help lead to success in college. Course Information: Satisfactory/Unsatisfactory grading only. No graduation credit. Field work required. Should be taken in the first semester of the freshman year. Requires 30 hours of fieldwork. Prerequisite(s): Open only to first year students admitted to the Bachelor of Arts in Urban Education. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 160. Games, Learning, and Society. 3 hours.
Explores the development and design of games for teaching and learning. Critical analysis of games and how they shape interactions among players, their learning, and their connection to society. Course Information: Same as EPSY 160. Individual and Society course.

ED 194. Special Topics in Education. 1-4 hours.
Introductory exploration of a topic not covered in existing course offerings. Course Information: May be repeated if topics vary. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.

ED 199. Study Abroad Seminar: College Success and Leadership in a Global Context. 3 hours.
Combines a study abroad experience and seminar with a focus on globalization and experiential learning to support students in their transition to collegiate academic life. Course Information: Prerequisite(s): Approval of the department and completion of application from the Study Abroad Office; and completion of interview.

ED 200. Education Policy Foundations. 3 hours.
Social, cultural, political, and intellectual forces that influence and shape educational policy in the learning process. Course Information: Prerequisite(s): Sophomore standing.

ED 201. Children’s Literature and Disabilities. 3 hours.
Examination of children’s and young adult literature focused on how disabilities are portrayed and how literature encapsulates societal attitudes, beliefs, and stereotypes contributing to access and equity of children with disabilities in schools. Course Information: Same as SPED 201. This is a blended course. Creative Arts course.

ED 205. Introduction to Race, Ethnicity, and Education. 3 hours.
Introductory and cross-disciplinary examination of issues related to race, ethnicity, and cultural diversity in education. Course Information: Students need College approval to concurrently enroll in ED 100 and ED 205. Individual and Society course, and US Society course.

ED 210. Principles of Learning and Instruction Across the Lifespan. 3 hours.
How people learn and the design of instruction and assessment across a broad set of formal and informal instructional environments and populations. Course Information: Same as EPSY 210. Prerequisite(s): Sophomore standing or above; or consent of the instructor. Secondary Teacher Education students should enroll in the ED 210 section. All other students should enroll in the EPSY 210 section.

ED 211. Special Topics in Education. 1 hour.
Topics vary. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated to a maximum of 4 hours with approval. Approval to repeat course granted by the college. Prerequisite(s): Membership in the Honors College or approval of the College of Education.

ED 217. STEM, Education, and Society: Exploring Identity, Community, Ethics, Politics, and Ideology. 3 hours.
A focus on political, economic, social, and environmental implications of STEM education. Cross-disciplinary examination of math, sciences, engineering, and related disciplines, with attention to identity, experience, and social disparities. Individual and Society course.

ED 222. Introduction to Gender, Sexuality, and Education. 3 hours.

ED 225. Contemporary Controversies in U.S. Schools. 3 hours.
Introductory and cross-disciplinary examination of contemporary controversies related to public education in the United States. US Society course.

ED 226. Sport, Education, and Society. 3 hours.
Students will explore how sport has shaped society and effects social change; paying particular attention to issues of access and equity, focusing on how sport influences human, social, and community development, as well as societal values and priorities. Course Information: Recommended background:: EPSY 100 or PSCH 100 or SOC 100. Individual and Society course.

ED 227. Special Topics in Education. 1-4 hours.
Introductory exploration of a topic not covered in existing course offerings. Course Information: May be repeated if topics vary. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.
ED 299. Education, Globalization, and the Child. 3 hours.
Examines the experiences of childhood and how educational experiences are often contextualized by region, country, and culture. Students will have an embedded study abroad experience in order to do a comparative analysis. Course Information: Expectation to go abroad. Prerequisite(s): Approval of the Department and GPA of 2.7 or above and good standing; and completion of application from the Study Abroad Office; and completion of interview.

Learning crosscutting concepts and practices across science and engineering, applying practices in designing, conducting, and presenting a scientific research project, and considering teaching implications for elementary and middle grades students. Course Information: Prerequisite(s): Consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Laboratory.

ED 350. Introduction to Urban Communities and Schools: Fieldwork I. 3 hours.
Students will discuss field experiences in schools and communities as opportunities are provided to develop a philosophy and vision of becoming an urban teacher. Extensive fieldwork in schools is required. Course Information: Field work required. Prerequisite(s): Junior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in the Elementary Education Program. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Laboratory.

ED 351. Becoming a Culturally Responsive Educator in the Urban Classroom: Fieldwork II. 4 hours.
Provides students with information and experiences that support culturally responsive teaching and learning in diverse settings. Extensive fieldwork in schools is required. Course Information: Field work required. Prerequisite(s): Junior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in the Elementary Education Program. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 360. Education and Community Transformation. 4 hours.
Enables students to understand how community activism contributes to change in the sociopolitical landscape in the United States and abroad with particular attention to education policies and social justice issues. Course Information: 4 hrs. Field work required. Recommended background: ED 100, ED 135 or ED 205. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 373. Introduction to the School-Prison Nexus. 3 hours.
Using contemporary social theory, this course investigates the disciplining, punishing, and criminalization of youth in urban schools, paying particular attention to the racialized, classed, gendered, and ableist contours of these social processes. Course Information: Same as CLJ 373. Recommended Background: ED 100 and ED 200 and ED 205.

ED 374. Dismantling the School and Prison Nexus. 3 hours.
Political relationship between historically dis-invested K to 12 schools and prisons. Parallels in disciplinary practices and rationales in both. Engagement with affected communities that challenge carceral logics in education. Course Information: Same as CLJ 374. Prerequisite(s): CLJ 101 and two 200-level CLJ courses; or consent of the instructor. Recommended Background: CLJ 373.

ED 375. Perspectives on Health Disparities/Pathways to Careers in the Health Professions. 3 hours.
Addresses health inequities, cultural competence, and opportunities/pathways to traditional and paraprofessional careers in health care. Implications of health inequities for educational outcomes are also covered. Course Information: Extensive computer use required. Field work required. Participation in an interdisciplinary case study project. Prerequisite(s): ENGL 161 or the equivalent and consent of the instructor. Recommended background: Sophomore or Junior standing; and participation in the Urban Health Program Learning Community.

ED 394. Special Topics in Education. 1-4 hours.
Exploration of a topic not covered in existing course offerings. Course Information: May be repeated if topics vary. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.

ED 396. Independent Study. 1-4 hours.
For students who wish to do independent study on specific educational processes or independently to carry on projects related to education or extensive reading assignments. Course Information: May be repeated to a maximum of 8 hours. Prerequisite(s): A written proposal for faculty approval and junior standing.

ED 398. Directed Research in Education. 1-4 hours.
Students carry out directed research under the mentorship of a College of Education faculty member. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated to a maximum of 16 hours. Prerequisite(s): Sophomore standing and consent of the instructor.

ED 402. Philosophy of Education and Urban School Policy. 3 hours.
Selected social and education philosophies and their impact on urban school curriculum design, school organization and control.

ED 403. Policy Issues in the History of American Education. 3 hours.
Political, economic, and cultural influences shaping the development of American education policy; emphasis on issues of education theory and practice in their historical settings.

ED 410. Capstone Inquiry on Critical Issues in Education. 3 hours.
Students design and complete projects connected to an educational issue, challenge, or theme. Includes discussion of critical educational issues from cross-disciplinary perspectives. Designed to be a culminating experience. Course Information: Extensive computer use required. Prerequisite(s): Prior College of Education coursework and consent of instructor.

ED 416. Practical Inquiry I: Teacher Competencies and Performance-Based Assessment. 3 hours.
Introduction to examining teaching through practitioner inquiry, including teacher performance assessment, as a way of learning to teach and beginning a lifelong process of professional development.

ED 417. Practical Inquiry II: Teacher Competencies and Performance-Based Assessment. 3 hours.
A developing examination of teaching through practitioner inquiry, including teacher performance teacher assessment, as a way of learning to teach and fostering a lifelong process of professional development.

ED 421. Advanced Educational Psychology. 3 hours.
Examines current theory and research on the teaching-learning process with particular attention to general learning and curriculum-relevant problem solving skills. Course Information: Prerequisite(s): EPSY 210; or graduate standing.
ED 422. Advanced Developmental Psychology and Educational Processes. 3 hours.
Focuses on cognitive and social development from birth to early adolescence. Examines relations between development, learning, and educational processes. Course Information: Same as PSCH 422. Prerequisite(s): PSCH 100 and any one from EPSY 210, PSCH 259, PSCH 320 and consent of the instructor; or graduate standing.

ED 424. Social and Emotional Learning: Research, Practice, and Policy. 3 or 4 hours.
Research, theory, educational practices, and federal/state policies that promote the social, emotional, and academic competence of students who are in preschool, middle school, or high school. Course Information: Same as PSCH 424. 3 undergraduate hours. 4 graduate hours. Prerequisite(s): PSCH 343 or equivalent; or consent of the instructor. Recommended background: Experience working with children or adolescents.

ED 425. Curriculum, Instruction, and Assessment in the Urban Secondary Classroom. 4 hours.
Developing professional practice that meets the diverse learning needs of students from different backgrounds and experiences. Course Information: Previously listed as ED 330. Field experience in urban schools is required. Prerequisite(s): Admission to an approved teacher licensure program in secondary education, and ED 200, ED 210 and SPED 410, and consent of the instructor and Council of Teacher Education. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 430. Curriculum and Teaching. 3 hours.
Introduction to curriculum and teaching as areas of inquiry; implications of these areas of inquiry for educational practice; related contemporary problems and issues. Course Information: Credit is not given for ED 430 if the student has credit for CI 428. Prerequisite(s): Admission to graduate study in Education, or consent of the instructor.

ED 431. Improving Learning Environments. 3 hours.
Analysis of structural, normative, and social dimensions of learning environments and their relationships to student learning. Exploration of change processes to improve those environments. Course Information: Prerequisite(s): Graduate standing or consent of the instructor.

ED 432. Instruction and Assessment in the Urban Secondary Classroom. 5 hours.
Learning to teach, how to plan for diverse learners, design differentiated instruction, assess student learning and develop classroom discipline. Course Information: Field experience in urban schools is required. Prerequisite(s): Completion of education core courses in Graduate Teacher Certification Program: Ed 402 or Ed 403 and Ed 445. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 445. Adolescence and the Schools. 3 hours.
Physiological, intellectual, and social development of adolescence. Relations between aspects of adolescent development and the academic and social demands of secondary schools. Course Information: Prerequisite(s): EPSY 210, or the equivalent, or graduate standing.

ED 450. Pre-Student Teaching in the Urban Elementary Classroom, Fieldwork III: Arts, Health, and Physical Ed. 1-12 hours.
This pre-student teaching experience immerses teacher candidates in classrooms in a supervised experience of learning to teach; and develop effective practices with an emphasis in arts, health and physical education. Course Information: May be repeated. Field work required. Field work: total of 180 hours, coordinated by the program director and in collaboration with field instructors. Prerequisite(s): Senior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education.

ED 451. Student Teaching in the Urban Elementary Classroom: Fieldwork IV. 0-12 hours.
Student teaching is a full-time experience of learning to teach in a classroom with university mentoring and supervision. Course Information: May be repeated. Field work required. Prerequisite(s): ED 450 and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education and senior standing. Class Schedule Information: To be properly registered, students must enroll in one Discussion and one Practice.

ED 461. Political and Socio-Cultural Perspectives on Special Education. 3 hours.
Students will examine issues of access and equity through legislation, litigation, and socio-cultural perspectives and be introduced to major theoretical frameworks that influence special education programs. Course Information: Same as SPED 461. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 470. Educational Practice with Seminar I. 0-12 hours.
The first half of a two-segment sequence of practice teaching, including seminar, to meet certification requirements for teaching in grades six through twelve. Course Information: Graduate credit only with approval of the college. 1 to 12 hours. Prerequisite(s): Good academic standing in a teacher education program, completion of 100 clock hours of pre-student-teaching field experiences, and approval of the college or department of specialization. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 471. Educational Practice with Seminar II. 0-12 hours.
The second half of a two-segment sequence of practice teaching, including seminar, to meet certification requirements for teaching in grades six through twelve. Course Information: Graduate credit only with approval of the college. 1 to 12 hours. Prerequisite(s): Good academic standing in a teacher education program, completion of 100 clock hours of pre-student-teaching field experiences, credit or concurrent registration in ED 470, and approval of the college or department of specialization. Class Schedule Information: To be properly registered, students must enroll in one Conference and one Practice.

ED 472. Promoting Academic and Prosocial Behavior I. 3 hours.
The importance of school-wide and classroom structure and climate in the educational process. Strategies to promote academic success and desired social behavior. Course Information: Same as SPED 472. Field work required. Prerequisite(s): SPED 461 or ED 461 or the equivalent or consent of the instructor.

ED 473. Teaching Math and Science with Adaptations. 3 hours.
Provides prospective teachers with assessment strategies and a range of adaptations, modifications, and interventions in math and science for students with disabilities. Course Information: Same as SPED 473. Field work required. Prerequisite(s): SPED 461. Course Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.
Special Education

SPED 201. Children’s Literature and Disabilities. 3 hours.
Examination of children’s and young adult literature focused on how disabilities are portrayed and how literature encapsulates societal attitudes, beliefs, and stereotypes contributing to access and equity of children with disabilities in schools. Course Information: Same as ED 201. This is a blended course. Creative Arts course.

SPED 410. Exceptional Learners. 3 hours.
Addresses the psychology of, identification of, and methods of instruction for exceptional learners served under all categories recognized by federal law. Course Information: Field work required. 20 hours of field work is required.

SPED 416. Methods of Instruction for Exceptional Learners. 3 hours.
The purpose of this course is to address issues of instruction for individuals with special needs. Topics include effective instructional and accommodative practices and strategies in multiple areas (math, literacy, science, social studies, art). Course Information: Prerequisite(s): Junior standing or above and admission to the Bachelor of Arts in Elementary Education program.

SPED 423. Assessment of Monolingual and LEP Children with Disabilities. 3 hours.
To prepare students in use of formal and informal assessments to inform placement, instructional planning, and evaluation of English Language Learners with disabilities. Course Information: Prerequisite(s): Restricted to students seeking LBSII or admission as a doctoral student or consent of the instructor.

SPED 424. Assessment of Students with Special Needs. 3 or 4 hours.
Theoretical basis and practical application of standardized and alternative testing of children with learning and behavior difficulties. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): SPED 410.

SPED 426. Curricular/Behavioral Considerations for Learners with Special Needs. 3 or 4 hours.
Instructional practices related to academics, classroom management, individualized and group instruction for students with special needs. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): SPED 424 or the equivalent or consent of the instructor.

SPED 427. Instructional and Behavioral Methods for English Language Learners with Disabilities. 3 hours.
To prepare students in the use of best practice instruction and the promotion of prosocial behavior within the context of teaching English Language Learners with disabilities. Course Information: Prerequisite(s): Open only to Master's degree students; and consent of the instructor and successful completion of SPED 423 or equivalent. Assumes previous instructional planning for students with disabilities and practicum that is part of the certification requirements for the Learning Behavior Specialist I certification; and minimum one year teaching experience or providing direct services to students with disabilities. Recommended background: Illinois State Board of Education certification: Learning Behavior Specialist I; minimum one year teaching experience.

SPED 430. Fieldwork Supervision. 0-6 hours.
Students will implement evidence-based behavioral assessments and interventions in community-based settings that provide ABA services to children, adolescents, or adults with disabilities from underrepresented groups in a field based setting. Course Information: Field work required. Prerequisite(s): Acceptance to the Master of Science in Applied Behavior Analysis, Disability, and Diversity in Urban Society program or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Practice and one Clinical Practice.

SPED 432. Foundations and Contemporary Understanding of Applied Behavior Analysis. 4 hours.
Overview of the science of ABA and its philosophical underpinnings; will be exposed to the concepts and principles underlying the science of ABA, and how the science has informed educational practices in schools, clinics, and community-based settings. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society program or consent of the instructor. Corequisite(s): Requires concurrent registration in SPED 433.

SPED 433. Ethics in Applied Behavior Analysis. 4 hours.
Will examine the professional and ethical obligations of practicing behavior analysts. Issues related to common ethical dilemmas, scope of competence, behavior analyst’s responsibilities to clients, and the ABA compliance code, will be discussed. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society program or consent of the instructor.

SPED 442. Language Development and Disorders. 3 or 4 hours.
Theory and research on the acquisition of phonology, syntax, semantics and pragmatics in children with and without disabilities. Models for language assessment and intervention. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): SPED 410.

SPED 444. Assistive Technology for Literacy, Learning and Participation in Pre-K through High School. 3 hours.
Use of communication systems, computers, adapted equipment and strategies to foster participation and inclusion of students in grades preschool through high school. Course Information: Same as DHD 444.

SPED 448. Topics in Special Education. 1-4 hours.
Course or workshop on preannounced topic on the education of handicapped children, adolescents, or adults. Course Information: May be repeated. Students may register in more than one section per term. Prerequisite(s): SPED 410 and consent of the instructor.

SPED 449. Early Childhood/Early Childhood Special Education: Perspectives, Policies and History. 3 hours.
Perspectives, policies, history, and foundations of Early Childhood Education and Early Childhood Special Education. Emphasis on the effects of changing economic, political, legal, social, and views of human development. Course Information: Same as EPSY 449 and EDPS 449.

SPED 461. Political and Socio-Cultural Perspectives on Special Education. 3 hours.
Students will examine issues of access and equity through legislation, litigation, and socio-cultural perspectives and be introduced to major theoretical frameworks that influence special education programs. Course Information: Same as ED 461. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.
SPED 462. Assessment of Individuals with Disabilities. 3 hours.
To prepare students in the use of standardized and formative assessment to understand student learning, inform decisions regarding placement, instructional planning, and evaluation of students with disabilities.

SPED 463. Literacy Instruction for Diverse Learners in School. 3 hours.
Emphasizes the components of designing, implementing, and assessing reading and writing instruction for diverse students at the early childhood/elementary level. Course Information: Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 465. Understanding Students with High Incidence Disabilities. 3 hours.
Uses major theoretical frameworks of human development to examine the characteristics and development of students with high incidence disabilities, ages 3-21. Course Information: Same as EPSY 465. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 466. Language Development, Diversity, and Disabilities. 3 hours.

SPED 467. Understanding Students With Low Incidence Disabilities. 3 hours.
Explores characteristics and development of children and youth with low incidence disabilities, ages 3-21, as well as how schools address their instructional needs. Course Information: Same as EPSY 467.

SPED 471. Curricular Adaptations for Learners with Significant Disabilities. 3 hours.
Provides information on the nature and needs of individuals with severe/profound disabilities and the roles of federal, state, and local education agencies play in providing services to this population. Course Information: Field work required. Prerequisite(s): SPED 461 and SPED 465 and SPED 467. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 472. Academic and Prosocial Interventions. 3 hours.
Introduces students to the principles and concepts of data-based decision making and individualization with an emphasis on addressing the social, emotional, and behavioral needs of students with disabilities. Course Information: Same as ED 472. Field work required.

SPED 473. Teaching Math and Science with Adaptations. 3 hours.
Provides prospective teachers with assessment strategies and a range of adaptations, modifications, and interventions in math and science for students with disabilities. Course Information: Same as ED 473. Field work required. Prerequisite(s): SPED 461. Course Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 481. Theoretical Foundations and Issues of Bilingual Special Education. 3 hours.
Theoretical, pedagogical foundations of Bilingual Special Education to provide experienced special educators with research-based knowledge and practices to serve English Language Learners with disabilities. Course Information: Prerequisite(s): Restricted to students seeking LBSII or admission as a doctoral student or consent of the instructor.

SPED 482. Collaborating with Families, Community, and Professionals. 3 hours.
Explores the dynamics of professional collaboration with families, addressing characteristics, structures, and processes of collaboration for children and youth with and without disabilities. Course Information: Same as EPSY 482. Previously listed as SPED 582. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.