

ELEMENTARY EDUCATION WITH THEATER ENDORSEMENT (MED)

The MEd in Elementary Education with Theater Endorsement is designed for individuals looking to make a difference in the lives of children through theater instruction and is offered in partnership with Chicago Public Schools (CPS) Residency Programs

The program is designed for maximum impact to complete coursework with evening and online options, allowing you to be employed as a CPS teacher resident while pursuing your degree.

In this program, you will focus on inclusive education and develop pedagogical and advocacy skills to promote equity and social justice for all learners in your classroom. Graduates receive a Professional Educator License (PEL) with elementary and ESL endorsements along with a Theater endorsement based on 18 credit hours of existing theater coursework required to enter the program.

This program is designed for individuals seeking to secure an initial teaching license and to teach theater in elementary schools.

An integral component of our teacher preparation program is classroom experience where candidates engage directly with students and educators while developing their pedagogical expertise. To gain this experience, candidates will be employed as full-time CPS teacher residents and provided a resident stipend of \$40,000 by CPS.

CURRICULUM

Completion of the MEd degree program in Elementary Education with Theater requires 38 semester hours. Upon successful completion of the program, candidates are eligible for an Illinois Professional Educator License with endorsements in Elementary Education, English-as-a-Second Language (ESL) and Theater.

Coursework listed in order taken in program of study (38 credit hours).

All courses are hybrid, meaning they meet for half of the contact hours in-person and half online.

Code	Title	Hours
TLSC 401	Language, Learning & Development Theories in Practice	2
TLSC 403	Teaching for Social Justice and Equity	3
TLSC 404	Constructive Learning Environments for Diverse Students	3
TLSC 406	Educational Policy for Diverse Students	3
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
TLSC 420	Teaching Mathematics in Elementary Grade Classrooms	2
TLSC 421	Teaching Science in Elementary Grade Classrooms	2
TLSC 422	Teaching Social Studies in Elementary Grade Classrooms	2
TLSC 440	Language and Literacy	3
TLSC 442	Disciplinary Literacy	3
TLSC 450	Teaching and Learning in an Area of Specialization	3

TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3
TLSC 470A	Student Teaching for Change	1-6
TLSC 470B	Student Teaching for Change	1-6

Total Hours 38

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Summer I		
TLSC 401	Language, Learning & Development Theories in Practice	2
TLSC 403	Teaching for Social Justice and Equity	3
TLSC 404	Constructive Learning Environments for Diverse Students	3
TLSC 406	Educational Policy for Diverse Students	3
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
TLSC 422	Teaching Social Studies in Elementary Grade Classrooms	2
Hours		16
Fall		
TLSC 420	Teaching Mathematics in Elementary Grade Classrooms	2
TLSC 421	Teaching Science in Elementary Grade Classrooms	2
TLSC 440	Language and Literacy	3
TLSC 442	Disciplinary Literacy	3
TLSC 450	Teaching and Learning in an Area of Specialization	3
Hours		13
Spring		
TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3
TLSC 470A	Student Teaching for Change	1-6
Hours		6
Year 2		
Summer I		
TLSC 470B	Student Teaching for Change	1-6
Hours		3
Total Hours		38

Program Length

This is a 1-year program beginning in the summer, designed for you to complete your coursework and fieldwork with a blend of in-person, online and evening courses. The program allows candidates to seek out their

degree and teaching licensure while employed in a paid full-time teacher residency through CPS. Students have five years from acceptance to complete the program.

Continuous Enrollment

Master's students in Elementary Education are required to maintain continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Comprehensive Assessment

All teacher candidates complete a Professional Practice Profile (https://www.luc.edu/media/lucedu/education/pdfs/teach_professional_practice_profile.pdf) during student teaching. The Professional Practice Profile consists of two components. This includes an essay on the conceptual framework in the School of Education, Professionalism in Service of Social Justice, and a reflection on collaborative relationships in education.

Graduation Requirements

- Maintain overall GPA of 3.0 for graduation
- Complete student teaching experience
- Complete all degree requirements
- Complete comprehensive assessments

Licensure Requirements

- Complete coursework with related fieldwork
- Complete student teaching experience
- Complete required assessments

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (<https://catalog.luc.edu/graduate-professional-academic-standards-regulations/>) under their school. Any additional University Policies supercede school policies.

Learning Outcomes

- Candidates will apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.
- Candidates will hold high expectations and build on the assets of diverse students.
- Candidates will utilize information from theories and related research-based practices when making decisions and taking action in their professional practice.
- Candidates will use data to drive instruction and assess teaching and learning effectiveness.
- Candidates will use research and evidence-based practices to design and deliver theater instruction that includes the alignment of goals, objectives, assessments, and instructional strategies to meet the individual needs of students.
- Candidates will integrate the teaching of theater across multiple content areas and in ways that use a variety of methods to do so.