

SECONDARY EDUCATION (SCED)

SCED 50000 - Field Experience 1: Secondary (1)

Candidates will complete a minimum of 50 hours of field experience in a public or private school where they will have an opportunity to participate in the development and delivery of lesson plans. Candidates will examine theories of classroom management, analyze classroom scenarios and formulate a plan that supports a positive learning community. Candidates will reflect on their educational experiences, field experience observations and current research in education as they familiarize themselves with reflective practice.

Corequisite: SCED 51200

SCED 50100 - Field Experience 2: Secondary (1)

This seminar is designed to encourage candidates to explore effective practice, examine assessment data and work with families and the larger community to create an active learning environment. Candidates complete a 50-hour field experience in a high school setting with an opportunity to design and deliver several lessons. In addition, they will reflect on their educational experiences, observations, theory and current research in education as they refine their professional portfolio.

Corequisite: SCED 51300

SCED 50300 - Foundational Literacy for Middle School Teachers (3)

This course introduces theories and models for teaching literacy across the content areas to middle school students. It develops familiarity with issues related to vocabulary, word analysis, comprehension, fluency and motivation. It examines teaching methods that develop strategic reading of both narrative and informational texts as well as the development of written and spoken language.

SCED 50500 - Noyce Scholars Field Experience 3 (1)

This field experience is intended to provide Noyce scholars with an opportunity to work alongside an experienced teacher in a high need school district. It is intended to challenge the scholar, while providing support and professional growth under the supervision of highly qualified mentor teacher. Noyce scholars will examine the strengths and challenges associated with high need schools. They will be able to apply theories and methods of teaching content to high need school populations, while experiencing the challenges of limited resources, overcrowded classrooms and family, social and environmental problems that detract students focus on education. Scholars will also explore the passion, dedication, and perseverance needed to work in a high need school setting, and the profound impact a highly qualified, dedicated, caring teacher can have in this school setting.

SCED 51000 - Frameworks in Education (3)

This course examines the framework that establishes the foundation and structure of American education. Students will learn about the various types of schools/schooling and examine social issues and the interrelationships of schools, the community and legal issues how these impact American education. Current issues, the role of professional organizations, including unions, as well as the expectations, stereotypes and characterizations that define the teaching profession will be reviewed. Students will use reflection and experiences to define the knowledge, skills and dispositions are needed to be a successful educator.

SCED 51100 - Noyce Seminar (0)

This pass/fail seminar will serve as a means of collaboration and communication among the scholars and faculty involved in the program. It will prepare Noyce scholars for the various components of the program. Sessions will address issues related to teaching in a high need school; what it means to be an instructional assistant; the summer practicum; expectations and opportunities for research as part of the Noyce program.

Attributes: Workshop/Seminar

SCED 51200 - Instructional Strategies and Learning Communities for Adolescents (3)

This course will encourage teacher candidates to examine several components of teaching and how these components interact to create a positive learning community. Candidates will learn to design standard-based lesson plans and explore a wide range of strategies that will best address the academic and behavioral needs of the diverse student populations. Through field experiences, lesson plan development and micro-teaching, candidates will create learning materials that demonstrate their understanding of the needs of various populations (ELL, special needs and minority populations). Candidates will explore theories and techniques to create a positive and well-managed learning community. A 50-hour field experience in a school setting is associated with this course.

Corequisite: SCED 50000

SCED 51300 - Pedagogy and Assessment for Effective Instruction (3)

Candidates will examine a variety of research-based strategies and interpret data associated with standardized and classroom assessments. The purposes, characteristics and limitations of assessments will be explored. Candidates will have the opportunity to use data to make instructional decisions and discuss the limitations of measurements used to assess student progress in meeting national and state learning standards. Candidates will have the opportunity to apply content area knowledge, students' development needs and culturally responsive pedagogy in the process of developing lesson plans and assessment tools for a variety of instructional purposes. A 50-hour field experience in a public or private school setting is associated with this course.

Corequisite: SCED 50100

SCED 51500 - Communication for Teachers (3)

This course is intended to develop the abilities of teacher candidates to apply the techniques of speaking and listening in a school classroom. Candidates will be encouraged to use critical thinking and problem solving through various modes of communication appropriate for the needs of young adolescents. Issues surrounding diversity and ethics-particularly in relation to the middle school environment-will be addressed.

SCED 51600 - Special Methods: Teaching Theology (3)

This course focuses on instructional methods and techniques used to differentiate the curriculum in theology in Catholic schools. Particular emphasis is placed on strategies and materials used to teach religion as well as focus on the importance of the internal teacher. Attention is also given to recognizing common student misperceptions.

SCED 51700 - Special Methods of Teaching Mathematics to Adolescents (3)

This course focuses on instructional methods and techniques used to differentiate the curriculum in mathematics. Particular emphasis is placed on strategies and materials used to teach math as well as assessment tools used to measure student progress. ISBE and national content learning standards and recommendations for reform in mathematics instruction are incorporated. Attention is given to recognizing common student misperceptions.

SCED 52100 - Special Methods of Teaching Social Sciences to Adolescents (3)

This course focuses on instructional methods and techniques used to differentiate the curriculum in social studies. Particular emphasis is placed on strategies and materials used to teach the social sciences as well as assessment tools used to measure student progress. ISBE and national content learning standards and current issues in social science education are incorporated. Attention is given to recognizing common student misperceptions. Candidates will perform activities and master techniques associated with good social science instruction. Candidates should have completed most of their required major courses prior to taking this class.

SCED 52200 - Characteristics and Development of the Adolescent Learner (3)

This course is intended to provide teacher candidates knowledge of educational psychology with particular emphasis on adolescent development. The course will explore physical, intellectual, emotional and social development of the adolescent learner. The course will include a study of the development of middle school education: its philosophies, concepts and overall curriculum considerations.

SCED 52300 - Methods of Teaching Reading in the Content Areas to Adolescents (3)

This course is designed to help prospective teachers develop the knowledge and skills to deliver literacy instruction effectively. Candidates will learn how to create a literate environment that wraps literacy around all areas of curriculum, implement the Common Core Standards following the principles of effective instruction, incorporate technology into instruction, use a wide range of literature, including multicultural literature, across the curriculum, cultivate partnerships with parents to encourage and enhance literacy development and use literacy assessments to make decisions about instruction of diverse learners.

SCED 52500 - Curriculum and Instruction in the Middle School (3)

This course is designed to prepare educators with an understanding of the characteristics and developmental issues of the middle school students. The course will emphasize methods and strategies middle school teachers can use to meet the emotional, social and academic needs of young adolescent learners. Curricular design, instructional models, reading in the content area and assessment strategies will be discussed and applied enabling the candidate to be successful with the knowledge and skills needed for the multifaceted role of the middle school teacher.

SCED 52600 - Special Methods of Teaching English/Language Arts to Adolescents (3)

This course focuses on instructional methods and techniques used to differentiate the curriculum in English/language arts. This course addresses issues related to multiple uses of literature and approaches to literary interpretation; the philosophical and theoretical basis underlying the uses of reading and writing in the English classroom; the interrelations of reading, writing, listening and speaking; methods by which writing and reading can be used to support the study of various genres as inquiry and other issues (grammar, syntax) relevant to the English teacher. Particular emphasis is placed on standards-based lessons as well as measurement tools used to measure student progress. Attention is given to recognizing common student misperceptions.

SCED 52700 - Special Methods of Teaching Elementary Grades Foreign Language: Spanish (3)

The nature of language and language learning processes, with specific focus on organizational patterns and teaching methods for the elementary classroom, is addressed in this course. Particular emphasis is placed on designing, presenting and evaluating classroom practices and attention to cultural diversity of students and the needs of the exceptional learner. Additionally, the course will discuss how recent developments in the fields of linguistics, psychology and technology impact the teaching of foreign language.

SCED 52800 - Special Methods of Teaching Foreign Language to Adolescents: Spanish (3)

This class will address the theoretical and practical bases for teaching modern foreign languages at the middle and high school level, including an introduction to the most prominent theories of second language acquisition. Candidates will explore instructional materials, classroom methods and techniques and emerging technology employed in language teaching at these levels. Extensive practice in classroom application of these methods and techniques, along with particular attention to the needs of diverse learners and exceptionalities, will be included.

SCED 53300 - Special Topics in American Education (3)

Teachers, teacher leaders, and administrators face significant social and political challenges in contemporary American school settings. In this course, diverse cultural perspectives will be investigated on a broad range of educational topics including community engagement, equity, advocacy, the responsibilities of teachers, and alternate education models. An examination of the historical commentary on the state of American education and the evolution of the teaching profession will be explored. Online collaboration will be emphasized from the perspective of Lasallian educational principles

SCED 53301 - Advanced Placement Special Topics (3)

Workshop provides licensed educators, who are teaching Advanced Placement (AP) courses, with the opportunity to deepen their understanding of the College Board's AP curriculum in their content area(s) and improve their teaching of the AP course(s) to which they are assigned. Participants must attend and successfully complete a 30-hour Advanced Placement Summer Institute (APSI) held by Plainfield Community Consolidated School District 202. This class may be repeated for a total of 9 hours.

SCED 53400 - Online Virtual Learning Technologies in Education (3)

This course is designed to examine the concepts, technologies, and issues related to the development and delivery of online and distance education. Topics include characteristics and uses of distance learning delivery systems including computer-mediated instruction, online teaching and learning platforms via the Internet, and video conferencing. Candidates study the varied skills required to plan, develop, and evaluate effective forms of distance education.

SCED 53600 - Methods of Teaching Computer Science (3)

This class will focus on the methods used to teach computer science for the middle and secondary teacher. Students will learn to implement a variety of methods in the teaching process to foster meaning, collaboration, and inquiry learning. Additionally, students will actively participate in professional organizations and establish a strong knowledge related to research in computer science education related to research in computer science education and how it can be applied to the 5-12 classroom.

SCED 53700 - Technology Integration in Instruction (3)

This course is designed to help the practicing teacher incorporate state of the art materials and learn practical, effective ways to integrate technology resources and apply technology-based instructional methods into everyday classroom practices. The course will explore theories of learning, instructional design principles, instructional strategies of technology integration, and assessment methods to support the diverse learning styles and needs that are presented in today's classrooms. Candidates will design, develop, and evaluate technology-integrated instructional materials that align with specific curricular standards.

SCED 53800 - Methods and Content for Teaching Middle Level Geography (3)

This course introduces topics and methods for teaching geography to middle school students. It is based on standards of geography developed by National Geographic, the Alliance for Geography (GENIP) Geography Education National Implementation Project. The course identifies and provides opportunities for future teachers not only to look at education through a global and geographic perspective but also to participate in and create lessons using those perspectives (3 sh). Prerequisite: 2.75 GPA; Consent of Education Advisor.

SCED 53900 - Equity, Social Justice and Culturally Responsive Practices (1)

This course prepares STEM teachers to create an inclusive, equitable, high-quality experience based on what's available to them in their districts. Pre-service teachers will become culturally and linguistically responsive by ensuring representation of students' interests in STEM course materials, embracing student cultures and communities within course lessons including student language representations, developing positive approaches to classroom management, and embracing student cultures and communities within course lessons.

Corequisite: SCED 50100

SCED 54400 - Clinical Practice and Seminar: Secondary (6)

This course is designed for candidates seeking the Illinois Professional Educator License with an endorsement in secondary education. Candidates complete a 16 week clinical experience opportunity in a high school setting. They are expected to assume full responsibility for the duties of classroom teacher, including development, delivery, and assessment of instruction; grading and evaluation of students; classroom management; communication with parents and school personnel and interpretation of data related to student learning. Progress in development is carefully monitored through observation and feedback from the mentor teacher, University supervisor, and content area specialist. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education committees. For fall student teaching, all testing requirements must be completed by May 1 of the prior semester. For spring student teaching, all testing requirements must be completed by October 1 of the prior semester. See course schedule book for associated fees. Notes Clinical practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education Committees

SCED 54600 - Special Methods of Teaching Science to Adolescents (3)

This course focuses on instructional methods and techniques used to differentiate the curriculum in a science class (biology, chemistry, physics). Particular emphasis is placed on strategies and materials used to teach science in the middle school and high school settings, issues regarding safety and welfare, technology integration and assessment tools used to measure student progress. Next Generation Science Standards, including science, technology, engineering and mathematics (STEM) skills instruction, as well as recent science education reform proposals are incorporated. Attention is given to recognizing common student misconceptions.

SCED 54800 - Clinical Practice and Seminar: Middle Grades (6)

This course is designed for students seeking the Illinois Professional Educator License with an endorsement in middle-level education. Candidates complete a 16 week clinical opportunity in a middle school setting. Candidates are expected to assume full responsibility for the duties of classroom teacher, including development, delivery, and assessment of instruction; grading and evaluation of students; classroom management; communication with parents and school personnel and interpretation of data related to student learning. Progress in development is carefully monitored through observation and feedback from the mentor teacher, University supervisor, and content area specialist. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education committees. For fall student teaching, all testing requirements must be completed by May 1 of the prior semester. For spring student teaching, all testing requirements must be completed by October 1 of the prior semester. See course schedule book for associated fees. Notes Clinical practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education Committees

SCED 55000 - Secondary Education Extended Supervised Field Experience (1)

This course is intended for those candidates who need extended field experiences with the ongoing supervision by University personnel. Length of field experiences will be determined by the Department and is subject to Department Chair approval. Completion of this experience does not guarantee eligibility for student teaching.

SCED 55100 - Clinical Practice and Seminar: Foreign Language (6)

This course is designed for candidates seeking the Illinois Professional Educator License with an endorsement in foreign language: Spanish. Candidates complete a 16-week clinical practice opportunity in two settings: one at the K-8 level and one at the high school level. They are expected to assume full responsibility for the duties of the classroom teacher, including development, delivery, and assessment of instruction; grading and evaluation of students; classroom management; communication with parents and school personnel and interpretation of data related to student learning. Progress in development is carefully monitored through observation and feedback from the mentor teacher, University supervisor, and content area specialist. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education committees. For fall student teaching, all testing requirements must be completed by May 1 of the prior semester. For spring student teaching, all testing requirements must be completed by October 1 of the prior semester. See course schedule book for associated fees. Notes Clinical practice may be repeated only once for credit with the consent of the College of Education and the Teacher Education Committees

SCED 56300 - Advanced Learning Theory (3)

This course discusses how cognitive, emotional, and environmental influences interact and impact learning in the classroom. The implementation and relevance of historical and contemporary educational theory is explored.

SCED 56600 - Classroom Management: From Theory to Practice, Grades 6-12 (1)

This workshop will introduce secondary teacher candidates to multiple theories in establishing and managing a classroom environment. Candidates will have the opportunity to examine case studies and real-world situations where various elements of classroom management theories have been applied. They will also compare and contrast the elements of each approach as they develop their own philosophies regarding classroom facilitation and management.

SCED 57000 - Reading in the Content Area (1)

This workshop is designed to expose secondary teacher candidates to the materials, theories, and strategies used to help 6-12 students organize and comprehend subject reading.

SCED 58200 - Clinical Practice Internship & Seminar: Secondary Education (6)

The purpose of this clinical practice experience is to provide currently licensed teachers with the opportunity to apply their theoretical and methodological knowledge and skills in a new licensure area to the diverse and inclusive classroom. During clinical practice, candidates engage in a guided, 16-week full-time experience in middle level, secondary, or foreign language classrooms or other settings, under the cooperation and supervision of mentor teachers and a University supervisor. Clinical practice consists of the candidate observing the students, the environment and the mentor teacher, as well as being responsible for the developmentally appropriate instruction of students individually, in small groups and as a whole class. Attendance at Clinical Practice Seminar is required. For those seeking additional Illinois licensure, evidence of successful completion of the appropriate State of Illinois content area test must be received in the Department of Education. Enrollment in this course requires the signature of the advisor and appropriate program director. Clinical practice may be repeated only once for credit with the consent of the Department of Education and the Teacher Education Committees. For fall student teaching, all tests must be completed by May 1 of the prior semester. For spring teaching all tests must be completed by September 1 of the prior semester. See course schedule book for associated fees.

SCED 58500 - Introduction to Civic Engagement (1)

This course provides a critical review of contemporary education within the greater social, political, economic and cultural contexts. With a focus on equity and social justice, candidates examine current educational issues and potential innovative solutions. A strong focus on engaging lawmakers and participating in a democratic government will be emphasized. Candidates will research a policy or legislative issue and prepare a position statement to be shared with legislators.