

# Secondary Education (SCED)

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## Courses

### **SCED-301. Writing Intensive Program:Methods Of Teaching On The Secondary Level. 3 Hours.**

This course prepares students to become professional secondary educators by examining theories and methods of effective teaching, including: selecting, organizing, and using materials and methods common to varied subject areas in the secondary schools to meet individual student needs, including the needs of exceptional children; developing and writing of lesson plans and unit plans; facilitating class discussion; and managing discipline.

**Prerequisite:** EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C and College of Education Admission with a score of Y and ENGL-101 with a minimum grade of C.

### **SCED-303A. Contemporary Art Education In The Secondary School. 3 Hours.**

Designed to develop inquiry and understanding of many problems of communicating or teaching art in the secondary school. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken before student teaching in the Spring semester.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-304A.

### **SCED-303E. Methods Of Teaching English In The Secondary School. 3 Hours.**

Introduction to the methods, techniques and materials for teaching English in secondary school. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with SCED-304E.

**Prerequisite:** SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

### **SCED-303F. Teaching Modern Foreign Languages In The Secondary School. 3 Hours.**

Introduction to the methods, techniques and materials for teaching foreign languages in the secondary school. Emphasis in on mastery of selected skills on a performance basis and meeting individual student needs. Prior to taking methods in foreign language ( SCED-303F ), students must score an "Advanced Low" or higher rating on the Oral Proficiency Interview (OPI).

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-304F.

### **SCED-303H. Methods Of Teaching History In The Secondary School. 3 Hours.**

Demonstration of specific organizational patterns and teaching methods in history, teaching for critical thinking and trends in the teaching of history. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with SCED-304H.

**Prerequisite:** SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

### **SCED-303I. Methods And Techniques Of Teaching Music In Secondary School:Instrumental. 3 Hours.**

Methods and materials utilized in teaching instrumental ensemble classes in middle and high schools; emphasis upon performance based instructional design and rehearsal strategies to meet individual student needs, music literacy, methods of reading, and reading in the content area in instrumental music.

**Prerequisite:** MUS-391 with a minimum grade of C and SCED-311 with a minimum grade of C and College of Education Admission with a score of Y.

### **SCED-303M. Methods Of Teaching Mathematics In The Secondary School. 3 Hours.**

Strategies for teaching concepts, principles and mathematical skills. Emphasis on problem solving, proof and planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with SCED-304M.

**Prerequisite:** SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

**Corequisite:** SCED-304M.

### **SCED-303R. Materials And Methods For Teaching High School Science. 3 Hours.**

Interpretation of the content and structure of those areas of natural sciences generally included in secondary school curricula; recent developments in curriculum organization and teaching materials; methods of teaching in the classroom and laboratory, including team teaching and other individualized guided study programs. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. Offered during Fall term only.

**Prerequisite:** SCED-311 with a minimum grade of C.

### **SCED-303V. Methods And Techniques Of Teaching Music In Secondary Schools:Vocal. 3 Hours.**

Methods and materials utilized in teaching vocal ensemble and general music classes in middle and high schools; emphasis upon performance based instructional design and rehearsal strategies to meet individual student needs, music literacy, methods of reading, and reading in the content area in vocal music.

**Prerequisite:** MUS-391 with a minimum grade of C and SCED-311 with a minimum grade of C and College of Education Admission with a score of Y.

### **SCED-304A. Clinical Experiences In The Secondary School:Art. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303A.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303A.

**SCED-304B. Clinical Experiences In The Secondary School: Biology. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course SCED-303R.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303B.

**SCED-304E. Clinical Experiences In The Secondary School: English. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303E.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303E.

**SCED-304F. Clinical Experiences In The Secondary School: French. 3 Hours.**

Score of Advanced Low or higher on OPI.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303F.

**SCED-304H. Clinical Experiences In The Secondary School: History. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303H.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303H.

**SCED-304J. Foreign Language Clinical Experience In The Secondary School. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303F.

**Prerequisite:** SCED-311 with a minimum grade of C.

**Corequisite:** SCED-303F.

**SCED-304M. Clinical Experiences In The Secondary School: Mathematics. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303M.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303M.

**SCED-305A. Secondary Student Teaching And Seminar In Art. 9 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school art. Supervised by secondary school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students. To be taken during Spring semester.

**Prerequisite:** SCED-301 with a minimum grade of C and SCED-303A with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-305B. Secondary Student Teaching And Seminar In Biology. 9 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school biology. Supervised by secondary school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-301 with a minimum grade of B and Illinois Content Area Test with a score of P.

**SCED-305E. Secondary Student Teaching And Seminar In English. 9 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school English. Supervised by secondary school personnel and a university superior who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

**SCED-305F. Secondary Student Teaching And Seminar In French. 9 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school foreign language. Supervised by secondary school personnel and a university supervisor, who conducts a weekly seminar associated with student teaching. Requires experience with a broad range of students, including those with exceptionalities.

**Prerequisite:** SCED-303F with a minimum grade of B and SCED-304J with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-305H. Secondary Student Teaching And Seminar In History. 9 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school history. Supervised by secondary school personnel and a university supervisor who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

**SCED-305J. Secondary Student Teaching And Seminar In Spanish. 9 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school foreign language. Supervised by secondary school personnel and a university superior, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** Illinois Content Area Test with a score of P and SCED-304J with a minimum grade of C.

**SCED-305K. Secondary Student Teaching And Seminar - Health Education. 12 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school health education. Supervised by secondary school personnel and a university supervisor, who conducts a weekly seminar associated with student teaching. Requires experience with a broad range of students, including those with exceptionalities.

**Prerequisite:** SCED-301 with a minimum grade of C and HLED-304 with a minimum grade of C and HLED-305 with a minimum grade of C and HLED-302 with a minimum grade of C.

**SCED-305M. Secondary Student Teaching And Seminar In Mathematics. 9 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school mathematics. Supervised by secondary school personnel and a university supervisor who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-301 with a minimum grade of C and Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

**SCED-305N. Secondary Student Teaching And Seminar In Music. 9 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in K-12 school music. Supervised by K-12 school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-301 with a minimum grade of C and SCED-303I with a minimum grade of C and SCED-303V with a minimum grade of C and SCED-311 with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-305P. Secondary Student Teaching And Seminar In Physical Education. 12 Hours.**

Participation in directing learning experiences in secondary physical education at several levels under the supervision of one or more regularly assigned secondary teachers; observation of experienced teachers; familiarization with the daily program of the secondary school; weekly two-hour seminar and critique. Requires experience with a broad range of students, including exceptional students. (full-day, Spring term).

**Prerequisite:** SCED-301 with a minimum grade of C and PEMA-344 with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-311. Writing Intensive Program: School Curriculum. 3 Hours.**

Designed for students in Physical Education, Health, Music, Visual Arts, World Languages, and Special Education, this course prepares students to develop and implement curriculum. Focal topics include objectives, unit planning, lesson planning, classroom management, higher order thinking, interdisciplinary collaboration, developmental considerations, and assessment techniques. Specific emphases include strategies for differentiating effectively to meet the needs of academically, culturally, and experientially diverse learners in mainstream classrooms.

**Prerequisite:** EDFN-305 with a minimum grade of C and ENGL-101 with a minimum grade of C and EDFN-306 with a minimum grade of C and EDFN-307 with a minimum grade of C and College of Education Admission with a score of Y.

**SCED-315. Teaching Writing In Junior And Senior High School. 3 Hours.**

This course covers the teaching of writing in the intermediate and upper grades. Mini-lesson design and placement, methods and strategies for teaching sentence completeness, for teaching sentence structure, and for punctuation and capitalization are covered. In addition, students will learn methodology that will be useful and effective with writing genres (e.g. expository, descriptive) and the research paper. The assessment of writing (e.g. rubrics, conferencing, portfolios) approaches for language-and-dialect different learners, and uses of technology in writing instruction. Finally, program issues are approached: the development of writer's workshop, and writing across the curriculum.

**Prerequisite:** College of Education Admission with a score of Y.

**SCED-401E. New Directions In Teaching English In The Junior And Senior High School. 3 Hours.**

Designed for the in-service teacher of middle-secondary school English; study and discussion of new perspectives for the school English program growing out of the reform effort of the past decade.

**SCED-402E. Methods Of Teaching English Language Arts In Secondary Schools. 3 Hours.**

This course is the first of two discipline-specific English Language Arts methods courses. In this course, candidates will explore conceptual, curricular, and pedagogical aspects of teaching English Language Arts in secondary schools. Topics include text selection, differentiation, assessment, and strategies for teaching literature and writing in diverse classrooms.

**SCED-402H. Methods Of Teaching History And Social Sciences In Secondary Schools. 3 Hours.**

This course is the first of two discipline-specific history methods courses. In this course, candidates will explore conceptual, curricular, and pedagogical aspects of teaching history and the social studies in secondary schools. Topics include materials selection, differentiation, assessment, and strategies for teaching history and the social studies in diverse classrooms.

**SCED-402M. Methods Of Teaching Mathematics In Secondary Schools. 3 Hours.**

This course is the first of two mathematics methods courses for prospective secondary mathematics teachers. It examines goals, materials, and methods of instruction and assessment suitable for teaching mathematics to diverse students in middle and high school classrooms. The course will emphasize strategies that promote the development of students' conceptual understanding, procedural fluency, mathematical reasoning and problem solving skills, and their appreciation of mathematics.

**SCED-402S. Methods Of Teaching Science In Secondary Schools. 3 Hours.**

This course is the first science methods course in the SCED MAT/Teacher Licensure program sequence. It explores the interpretation of the content and structure of those areas of natural science generally included in secondary school curricula, recent developments in curriculum organization and teaching materials, and methods of teaching in the classroom and laboratory, including team teaching and other individualized guided study programs. The course emphasizes planning and methodology to meet individual student needs, including the needs of exceptional students.

**SCED-403E. New Directions In Teaching English Language Arts In Secondary Schools. 3 Hours.**

This course is the second discipline-specific course in the SCED MAT/Teacher Licensure program sequence. Study and discussion will focus on an exploration of recent trends and innovations in teaching English Language Arts, including, but not limited to, examination of Common Core State Standards, exploration of 21st Century literacies in the ELA classroom, strategies for teaching English Language Arts in linguistically diverse classrooms, and sustained practice in considering and developing the roles of reading, writing, speaking, listening, language, media, and critical theory in teaching.

**Prerequisite:** SCED-402E with a minimum grade of B and SCED-415 with a minimum grade of B.

**Corequisite:** SCED-404E.

**SCED-403H. New Directions In Teaching History In The Secondary Schools. 3 Hours.**

This course is the second discipline-specific course in the SCED MAT/Teacher Licensure program sequence. In this course, candidates explore key themes related to teaching history, including organizational patterns and teaching methods in history, teaching history for critical thinking, intellectual and practical challenges related to the teaching of history, strategies for teaching history in culturally and linguistically diverse classrooms, and links between theoretical perspectives and practical methodology of teaching history at the secondary level. After completing this course candidates should be able to creatively plan, implement, and assess teaching and learning for culturally and educationally diverse student populations.

**Prerequisite:** SCED-402H with a minimum grade of B.

**Corequisite:** SCED-404H.

**SCED-403M. New Directions In Teaching Mathematics In Secondary Schools. 3 Hours.**

This course is the second mathematics methods course for prospective secondary mathematics teachers. It focuses on an exploration of recent trends, issues, and innovations in mathematics teaching, including strategies for teaching mathematics in culturally and linguistically diverse contexts. It engages candidates in the study of methods of instruction that foster mathematical understanding, mathematical habits of mind, and a positive disposition towards mathematics. Students will concurrently participate in a 70 hour clinical experience where they will observe and apply these methods in secondary mathematics classrooms.

**Prerequisite:** SCED-402M with a minimum grade of B.

**Corequisite:** SCED-404M.

**SCED-403S. New Directions In Teaching Science In Secondary Schools. 3 Hours.**

This course is the second science methods course for prospective secondary science teachers. The course focuses on an exploration of recent trends, issues and innovations in science teaching and engages candidates in the study of methods of instruction that foster scientific understanding, scientific reasoning, and a positive disposition towards science among culturally and linguistically diverse students. Candidates will concurrently participate in a 70-hour clinical experience where they will observe and apply these methods in science classrooms.

**Prerequisite:** SCED-402S with a minimum grade of B.

**Corequisite:** SCED-404S.

**SCED-404E. Clinical Experience In Secondary Schools: English Language Arts. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students. It is taken concurrently with the academic methods course SCED-403E: New Directions in Teaching English Language Arts in Secondary Schools.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402E with a minimum grade of B.

**Corequisite:** SCED-403E.

**SCED-404H. Clinical Experiences In Secondary Schools: History. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402H with a minimum grade of B.

**Corequisite:** SCED-403H.

**SCED-404M. Clinical Experience In Secondary Schools: Mathematics. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402M with a minimum grade of B.

**Corequisite:** SCED-403M.

**SCED-404S. Clinical Experiences In Secondary Schools: Science. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402S with a minimum grade of B.

**Corequisite:** SCED-403S.

**SCED-407A. Teaching Multicultural Young Adult Literature In The Secondary School With Clinical Experience. 3 Hours.**

This course for pre-service secondary English teachers will emphasize curricular design and instructional techniques for selecting and using multicultural young adult (YA) literature in a well-rounded English Language Arts curriculum. Students will read and analyze a wide range of award-winning multicultural YA fiction, non-fiction, and poetry and will develop curriculum for middle and high school students, using YA and canonical multicultural literature. Students will also complete a concurrent, supervised clinical experience of at least 50 clock hours in a secondary English classroom. Prerequisites: Full admission into the MAT: Language Arts--Secondary Program. Apply to CEST Office for placement at least one year in advance.

**SCED-407B. Teaching Multicultural Literature In Middle And Secondary Schools Without Clinical Experience. 3 Hours.**

Designed for middle school and secondary school teachers who have limited knowledge and experience in teaching ethnic minority literature. The course will emphasize curriculum design, teaching techniques and the assessment of appropriate instructional resources. The ultimate purpose of the course is to enable teachers to integrate effectively the multi-ethnic literary experience into traditional literature programs.

**SCED-408. The Nature Of Mathematical Abilities In School Children. 3 Hours.**

An exploration of mathematical learning by all students (K-12), with emphasis on the processes used by exceptional students. The differences that are shown by these students when doing mathematics will be examined, and with this information the class will focus on teaching practices that are most appropriate to these student's needs.

**SCED-409. Teaching Mathematical Problem Solving In The Secondary Schools. 3 Hours.**

An examination of the logical understanding of mathematical problem solving with emphasis on improving competence in teaching problem solving to secondary students; includes theoretical study, preparation of materials, and observations and demonstrations in the teaching of problem solving.

**SCED-410. Computers In The Teaching Of Secondary School Mathematics. 3 Hours.**

A computer application course, using BASIC, designed for teachers of secondary school mathematics. Examples from algebra, geometry, trigonometry, number theory, and probability and statistics will serve as the basis for programming activities. Strategies for effectively using the computer and computer software in the teaching of mathematics will be discussed.

**SCED-415. Introduction To Secondary School Curriculum. 3 Hours.**

Candidates taking this course will develop skills in and strategies for curriculum planning and delivery, with emphasis on meeting urban students' diverse needs. Taken concurrently with EDFN-415, the course will help candidates consider the relationships among subject-area practices, teacher beliefs, learner characteristics, school and community contexts, and other influences on teaching (e.g., educational research, accreditation processes, standards implementation, standardized testing, etc.). Candidates will examine how these relationships impact classroom practice and will apply their understandings by collaborating with peers seeking licensure in different subject areas to develop a critical, interdisciplinary unit of curriculum for students in a specific context.

**Corequisite:** EDFN-415.

**SCED-421. Research In Teaching In Middle And Secondary Schools. 3 Hours.**

This course is the culminating course in candidates' MAT sequence, and is designed to acquaint candidates with research on contemporary trends in teaching. Candidates will critically appraise and discuss classical and contemporary studies in disciplinary and interdisciplinary teaching to identify specific strategies useful in classroom practice. Candidates will examine the role of classroom research in planning, implementing, and assessing the impact of instructional strategies and have the opportunity for individual in-depth study of specific areas related to their needs and interests. This course reinforces candidates' professional literacy and writing skills as related to reading, reviewing, and writing about research.

**Prerequisite:** SCED-404E with a minimum grade of B or SCED-404M with a minimum grade of B or SCED-404S with a minimum grade of B or SCED-404H with a minimum grade of B.

**SCED-429. Student Teaching In Secondary Schools. 6 Hours.**

This course is a capstone course for candidates who plan to teach in grades 6-12. It includes sixteen weeks of full-day student teaching under the supervision of school and university personnel. Candidates will synthesize and apply principles of effective instruction, reflective practice, and culturally responsive teaching in a secondary school setting.

**Corequisite:** SCED-430.

**SCED-430. Student Teaching Seminar: Reflection And Assessment Of Student Learning. 3 Hours.**

In this seminar, candidates will reflect upon their student teaching experiences and examine their impact on student learning. Candidates will prepare formal curricular materials, evaluate their classroom pedagogy, and analyze trends in individual and collective student performance. Additional topics for discussion include classroom management strategies, collaborating with peers, engaging with parents, completing state licensure procedures, and the job search. This course requires co-enrollment in SCED-429: Student Teaching.

**Corequisite:** SCED-429.

**SCED-431. Integrating Engineering, Robotics, And AI In STEM Teaching. 3 Hours.**

This graduate-level course prepares preservice and in-service middle and high school science and math teachers to navigate the exciting intersection of engineering, robotics, and artificial intelligence (AI) within STEM education. Participants will dive into theoretical concepts and apply them through modeling projects, such as building robots and coding them for an instructional purpose, to grasp how these advanced technologies enhance educational settings. The goal of this course is to empower teachers to integrate these innovations into their curriculums, leveraging constructivism, project-based learning, and inquiry-based instruction to prepare students for the 21st-century workforce.