Educational Inquiry and Curriculum Studies

The Department of Educational Inquiry and Curriculum Studies is home to coursework and programs in Educational Foundations, Inner City Studies, and Secondary Education. Whether seeking to complete initial 9-12 or K-12 or PK-12 teaching licensure, to complete educational foundations coursework, to become educators in alternative contexts, to develop as community and teacher leaders, or to enhance their understanding of the historical, political, and social underpinnings of education in and out of classrooms within urban areas and beyond, our students leave our department uniquely prepared as reflective, collaborative, and transformative education professionals.

Educational Foundations

- Educational Foundations Coursework (http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/educational-foundations-sequence)
- Minor in Educational Studies (http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/minor-educational-foundations)

Inner City Studies

- Major in Inner City Studies (http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/inner-city-studies-education)
- Minor in Inner City Careers (http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/minor-inner-city-careers)

Secondary Education

- 9-12/K-12/PK-12 Licensure Program (http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/6-12-k-12-licensure-program)

Educational Foundations

- Master of Arts (MA) in Community and Teacher Leaders (http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-community-teacher-leader)

Inner City Studies

- Master of Arts (MA) in Inner City Studies (http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-inner-city-studies-education)

Secondary Education

- Master of Arts (MA) in Teaching: Secondary Education with English or History or Biology or Chemistry or Physics or Mathematics (http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-teaching-language-arts)

Focus Program for Subsequent Teaching Licensure in Secondary Education

In accordance with the Illinois State Board of Education and the Illinois Administrative Code Section 25, Northeastern Illinois University now offers a Focus Program for teachers who hold a valid and current Illinois Teaching License.

The Focus Program allows licensed teachers to obtain additional subsequent endorsements in the area of Secondary Education (9-12) English, History, Biology, Earth Science, Physics, Chemistry or Mathematics.

Candidates who complete a full focus subsequent endorsement program will be recommended for the endorsement. For further information, please contact the Department of Educational Inquiry & Curriculum Studies at 773-442-5586 or send an email to gcoe@neiu.edu

Isaura Pulido, Ph.D., Associate Professor, Chair
Sunny Ali, Ed.D., Assistant Professor
Hua Bai, Ph.D., Associate Professor
Kimya Barden, Ph.D., Assistant Professor
Anastasia Brelias, Ph.D., Associate Professor
Huseyn Colak, Ph.D., Associate Professor
Timothy Duggan, Ed.D., Associate Professor
Nicole Holland, Ph.D., Professor
Zada Johnson, Ph.D., Associate Professor
Eleni Makris, Ph.D., Associate Professor
Erica Meiners, Ph.D., Professor
Katy Smith, Ph.D., Professor
Durene Wheeler, Ph.D., Professor
Lance Williams, Ph.D., Professor
**Educational Foundations**

**EDFN-109. First Year Experience: Schooling Chicago: Communities, Public Education And Change. 3 Hours.**
This course analyzes education in and outside Chicago Public Schools as a key social institution that both influences and is influenced by the larger society. You will be introduced to a wide array of topics and case studies that elaborate on the embeddedness of classrooms and schools in social environments across Chicago. This course will span a variety of school processes such as curricular differentiation, social and economic reproduction, voluntary associations (extra-curricular clubs, parent organizations), social groupings and peer influence. Particular attention is paid to questions about the relationship between social stratification and education. For example, how is the structure, content and funding of schools across Illinois affected by wider social and political conflicts? Does educational attainment affect an individual’s economic status? Does education promote social equality? This course will introduce students to use of new information technologies in k-12 education.

**EDFN-202. Laboratory In The Foundations Of Education. 1 Hour.**
Students will be guided toward appropriate experiences in a school setting that will increase their understanding and utilization of concepts developed in the foundations courses. Chicago metropolitan area schools and other settings will be used as the laboratory.

**EDFN-203. Laboratory In The Foundations Of Education. 2 Hours.**
(See EDFN-202 for description.).

**EDFN-204. Laboratory In The Foundations Of Education. 3 Hours.**
(See EDFN-202 for description.).

**EDFN-206. Laboratory In Foundations Of Education. 1 Hour.**
(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-306 (Educational and Individual Differences).

**EDFN-207. Laboratory In Foundations Of Education. 1 Hour.**
(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-307 (Psychology of Instruction and Learning).

**EDFN-216. Child And Adolescent Development:Individual Differences. 3 Hours.**
Consideration of Human developmental individual differences, including diversity within physical, social, emotional, and cognitive domains from birth through adolescence. Focus will include: 1) genetic, maturational, and environmental factors effects on development; 2) impact of special education and other federal laws on working with children in the classroom; 3) building observational skills for assessing differences to aid student development; 4) study of selected individual children or adolescents; 5) application of principles to classroom practice. Ten hours of classroom observation required. Ten hours of service required.

**EDFN-217. Educational Psychology. 3 Hours.**
Principles of educational psychology, focusing on learning, assessment of learning, motivation and classroom management for a diverse, global society, including special need students. Ten hours of classroom observation required. Ten hours of service learning required.

**EDFN-302. Philosophical And Historical Foundations Of Early Childhood Education. 3 Hours.**
This course examines the philosophical, historical, and psychological underpinnings of early childhood education for children from birth to age eight in public and private school settings. It evaluates trends in the field, current social and family issues that affect young children and their families. It examines children’s health, wellness, safety and nutrition and how families’ access to resources often impacts these factors. The course also evaluates different types of programs and services for young children and families, and examines early childhood educators’ professional standards with an emphasis on linking theory with classroom practice.

**EDFN-303. Early Childhood Development. 3 Hours.**
This course is designed to study the growth and development of young children from birth through second grade, including physical, cognitive, language and socio-emotional development. The course presents major theories, principles, concepts and research in child development and how to provide learning opportunities that support these areas of development. Candidates learn how early brain development is promoted through developmentally and culturally appropriate learning experiences, and discuss how children differ in their development and approaches to learning. The course also addresses the basic principles of health, nutrition, children’s safety needs, and trauma and resiliency. **Prerequisite:** EDFN-302 minimum grade of C.

**EDFN-305. Philosophical And Historical Foundations Of Public Education. 3 Hours.**
The exploration of differing views of the aims of public education in America. The study of the historic settings in which the system developed. Identification of major social and cultural problems in relation to their historic antecedents. The study of various philosophic schools of thought and their impact on educational theory and practice, past and present.
EDFN-306. Education And Individual Differences. 3 Hours.
Consideration of individual differences and principles of human development as factors in creating effective learning environments. Emphasis on: (1) understanding children and adolescents as individuals with differing abilities, aptitudes, interests, emotional responses and accomplishments as the result of genetic, maturational and environmental factors. Special attention given to children and adolescents covered by Public Law 94-142; (2) observational skills for assessing differences in order to aid student development. Focused study by each student of children or adolescents at a particular age level; (3) application of knowledge of developmental and individual differences to classroom practice. Twenty hours of classroom observation required.

EDFN-307. Psychology Of Instruction And Learning. 3 Hours.
Study and application to the teaching situation of theories and principles of learning (cognitive, affective, behavioral), motivation and classroom management including problems of mainstreaming. Also attention to establishing objectives, instructional design concepts, evaluation of learning and introduction to statistical analysis of scores. Focused study by each student of classroom in terms of application of theories and applications associated with learning and instruction. Twenty hours of classroom observation required.
Prerequisites: College of Education Admission YES and (EDFN-306 minimum grade of C or ZFND-306 minimum grade of C).

EDFN-308. Teaching And Learning. 1.5 Hour.
This course is designed to have the learner study and apply psychological theories and principles of instruction, learning (cognitive, affective, and behavioral), classroom and school-wide diversity, motivation, productive learning environments, assessment strategies, achievement, classroom management including inclusion, standardized testing and interpreting test scores. Offering this course concurrently with student teaching will allow students an authentic learning experience allowing them to directly apply theory learned in this course to real life issues that they are experiencing in their student teaching. (Prereq: Admission into the COE, Taken concurrently with student teaching).
Prerequisite: College of Education Admission YES.

EDFN-312. Seminar In Current Educational Literature. 3 Hours.
An examination of current educational literature included would be recent research findings, important views of educational critics, newly developed theories of learning and education and innovative practices in educational institutions.

EDFN-313. Problems And Practices In Education. 3 Hours.
An in-depth examination of salient issues confronting contemporary American education. Topics selected are varied in accordance with student interest.
Prerequisite: College of Education Admission YES.

EDFN-314B. Race, Identity, & Cultures In Education. 3 Hours.
This course examines theories and methods of educating children of diverse racial, cultural and linguistic backgrounds in the U.S. school system. Students will learn how to identify cultural, and linguistic differences that may impede a person's progress in an educational system or in learning a new language or culture. Students will develop an understanding of how these differences can be used as a positive rather than negative resource in the teaching-learning process.

EDFN-314K. Social Justice And The Politics Of Education. 3 Hours.
In this course, students will examine social justice concerns in educational policy and practice. This course will explore theories and debates about social justice goals and themes, and education. Through our study of critical issues in education globally and locally, we will explore ideas about the role of education in society. The following questions are central to the course: What concepts and conditions constitute "social justice"? What kind of education is needed in a democracy? What is the relationship between schooling and participation in democratic life?.

EDFN-314L. Gender, Race, And Class Issues In Education. 3 Hours.
This course focuses on the role of the educational system in the constructions and reproduction of gender and racial inequality. Using both academic and popular literature to gain perspectives, we will examine relationships between school and society. Topics to be addressed include the historical constructions, representation of schooling and the teaching profession, popular culture and education, class and schooling, access and equity of schooling experiences, as well as sexuality and schooling.

EDFN-319. Adolescent Development. 3 Hours.
This course focuses on adolescent development of middle level students with attention to its impact on psychology and education. The content includes theories related to middle school students’ self-concept, affect, motivation, effective thinking, interpersonal skills, classroom diagnosis, individualization, teacher effectiveness, roles and problems of teachers, moral development, diversity, inclusion, effective parenting, learning styles, and developing independent learners.
Prerequisite: College of Education Admission YES.

EDFN-342. Teaching With Technology. 3 Hours.
This course focuses on instructional use of computer technology and helps students develop technology integration skills. Students will understand how to enhance learning experiences through meaningful integration of technology. They will learn to use different programs and tools to facilitate teaching and learning in classrooms.
Prerequisite: College of Education Admission YES.

EDFN-343. Using Technology In Classrooms. 2 Hours.
This course focuses on the instructional use of computer technology and helps students develop foundational skills in technology integration in K-8 classrooms. Students will understand how to enhance learning experiences through meaningful integration of technology. They will learn to use different programs and tools to facilitate teaching and learning in classrooms.
EDFN-350. Philosophy Of Curriculum Integration In Middle Grades. 3 Hours.
This course focuses on the philosophical, theoretical, and practical tenets of middle level education. The course explores interdisciplinary project-, problem-, and challenge-based curriculum to learn various approaches for developing cohesive, integrated curriculum and authentic assessment in the middle grades 5-8. Particular attention will focus on developing skills through inquiry and justice-oriented projects that transcend disciplinary boundaries and are relevant and responsive to students’ questions and curiosities.
Prerequisites: EDFN-305 minimum grade of C and EDFN-319 minimum grade of C and ELED-300 minimum grade of B and SPED-317 minimum grade of B and MLED-302 minimum grade of B and MLED-310 minimum grade of B and BLBC-338 minimum grade of B and MLED-328A minimum grade of B and ELED-303 minimum grade of B and MLED-309 minimum grade of B and MLED-305 minimum grade of B.

EDFN-405. Development Of Educational Thought. 3 Hours.
An examination of the historical development of American education and some of its antecedents. A study of the educational theories of selected philosophies; an examination of the purposes of education in pluralistic America; an evaluation of educational institutions and practices in terms of present circumstances.

EDFN-406. Human Development And Learning. 3 Hours.
The study of theories and principles of development of school age children and youth. Focus on current theories and research and their implications for learning and identification of teaching practices that facilitate the acquisition of intellectual and social skills of children and youth. Attention to characteristics covered by PL.94-142 as well as differences due to social, cultural and ethnic factors. Twenty hours of classroom observation required.

EDFN-407. Learning Theories And Educational Practices. 3 Hours.
Analysis of classroom learning and management in terms of principles and theories of learning and motivation and recent research on effective teaching. Twenty hours of classroom observations required.
Prerequisite: College of Education Admission YES.

EDFN-409. Individual Differences And Educational Practice. 3 Hours.
This course is designed to have candidates consider individual differences of human development and how these changes impact learning. Current educational and human development theories and research will be used to understand that children and adolescents are individuals with differing abilities, aptitudes, interests and emotional responses due to genetic, maturational, cultural, societal and environmental factors. Candidates will apply theories and principles of instruction, learning, diversity, motivation, bullying prevention and intervention, social emotional development and socially just classroom management to guide and inform teaching practice.
Prerequisite: College of Education Admission YES.

EDFN-410. Education As A Social Institution. 3 Hours.
Study of the school as a social system and as an institution which influences and is shaped by other institutions of society. Particular attention is given to urban education. Laboratory experiences are expected.

EDFN-411. Comparative Education. 3 Hours.
This course provides the student in the College of Education with an opportunity to study a variety of critical issues and current topics which relate to the fields of comparative and international education. This course will provide students with an opportunity to utilize Internet and other distance education opportunities. Students participating in this course will also have the option of participating in an educational experience outside of the United States. This international experience is designed to enhance the students’ mastery of international and comparative education elements of the course topic.

EDFN-411B. Comparative Education:Leadership. 3 Hours.
This course provides the student with an opportunity to analyze leadership not only as an understandable process, but also as a universal one by comparing and contrasting leadership theories, practices and actions as they are applied in social and educational systems different from the United States.

EDFN-413. Power, Communities And Change. 3 Hours.
The purpose of this course is to provide a forum and structure for community and school leaders to increase their understanding of school-community relations while enhancing their ability to implement effective programs and act as change agents. Participants will deepen their understanding of salient and critical global and local policy issues and develop skills to actively and participate in the public life of their communities. Course involves out of class time activities and community engagement.

EDFN-415. Educational Thought And Secondary Schooling. 3 Hours.
In this course, candidates examine critical issues in U.S. education and discuss them in light of the social, economic, and political conditions of the times. Throughout the course, candidates focus on the following recurring themes: (a) sociopolitical consciousness; (b) cultural competence; and (c) academic success. Candidates will analyze how these themes manifest in contemporary contexts, examine their own educational experiences and philosophies, and identify curricular and pedagogical strategies for promoting success among diverse students. This course includes a variety of instructional strategies: reading, research, lecture, guided discussion, small group discussion, candidate presentations, group projects, directed writing assignments and community engagement/experiences.
Corequisite: SCED-415.

EDFN-416. Cultural Pluralism And Schools. 3 Hours.
The study of multicultural groups: differences and commonalities. Special emphasis is on the investigation and evaluation of various concepts and models of cultural and subcultural relationships as manifested in the schools. Study and application of ethnographic methods to subcultures related to and within the educational context.
EDFN-420A. Seminar In Development & Learning: Contemporary Issues In Middle Level Education. 3 Hours.
This course examines theory and key components involved in middle level education settings relating to historical and contemporary issues facing middle schools. In focusing on historical, organizational, and philosophical characteristics of middle schools, and how these impact middle level education as well as educators, the course explores social and cultural issues and their impact on middle level students, and his/her school. Topics are include but not limited to an overview of challenging curriculum and instruction, empowering and equitable schools and classrooms for all middle level students and their families, and dealing with special aspects of middle school design and development.

EDFN-421. Middle School Advisory & Counseling. 3 Hours.
This course emphasizes the ways middle school teachers can help meet the developmental needs of early adolescents through consultation, collaboration and counseling. Content includes key elements of an effective middle school guidance program and how to implement these elements in schools; the developmental characteristics and needs of early adolescents as related to the development of school guidance, advisory, special education and regular education programs and the teacher advisor as a communicator, student advocate, supporter-confidant and home-school liaison who can assess, coordinate and refer students for various health, social and special needs services.

EDFN-441. Digital Literacy: Learning And Leadership. 3 Hours.
This course is intended to foster digital literacy among participants as it applies to education and leadership. Course content will emphasize contemporary issues and utilize authentic learning experiences to improve participants’ digital technology knowledge and skills. Through the improvement of technology knowledge and skills, participants’ leadership capacity will be developed or enhanced so that they may be able to use technology effectively as school leaders or community leaders.

EDFN-442. Media Technology For Educators. 3 Hours.
The media technology course will encompass all types of curricular/learning materials in varied formats such as CD-ROM, laser disc technology, telecommunications, satellite learning, and online databases. Multimedia educational software will be integrated into computer instruction in multicultural/multiethnic learning presentations. Electronic data management, classroom application, and integrated learning systems will be utilized in educational settings.

EDFN-443. Integrating Media Technology Into Elementary Classroom. 3 Hours.
This class will familiarize participants with media and technology for instructional use in K-8 classroom settings. Participants will learn to utilize current technology to enhance teaching, learning, and assessments. The learning activities in this class include the development of projects that enhance the creativity and media technology knowledge base of teacher candidates. This knowledge base will be developed through readings, interactive discussions, reflections, creative process, and presentations. This course focuses on both the knowledge and skills needed to use technology to teach, to design curriculum, and also to enable elementary students use the technology in their assignments.

EDFN-450. Philosophy Of Inquiry- And Problem-Based Learning In Middle Grades. 3 Hours.
This course focuses on the philosophical, theoretical, and practical tenets of inquiry- and problem-based curriculum in middle level grades 5-8. The course both exposes and immerses candidates in the processes of designing and enacting integrated and interdisciplinary curriculum and developing authentic assessments. Particular attention will focus on developing competencies for creating justice-oriented, culturally relevant and responsive curricula centered on students' questions, interests, and ideas. Taken concurrently with ONE of the following in the candidate’s endorsement area:

LTCY-502 Reading; MLED-403 Teaching Math; MLED-415 Inquiry Science MS; MLED-416 Social Studies MG.

Prerequisites: ELED-506 minimum grade of C and EDFN-442 minimum grade of C and ELED-435 minimum grade of C and ELED-504 minimum grade of C and LTCY-513 minimum grade of C and SPED-404 minimum grade of C and BLBC-440 minimum grade of C and EDFN-405 minimum grade of C and ELED-525 minimum grade of C.

EDFN-451. Research Methods. 3 Hours.
The purpose of this course is to help develop knowledge, skills and dispositions related to standardized and action research methods. This course will include quantitative, qualitative and mixed methods designs, data collection, analysis and interpretation as they relate to teaching and leadership. Students will understand how assessment is used to improve learning and achievement, how professional development improves learning and how leadership enhances learning and development.

EDFN-452. Computer Technology In Content Area Teaching. 1.5 Hour.
This course intends to familiarize candidates with computer technology for instructional use in secondary school classrooms. Candidates will gain insights into how technology could be used for instructional applications, and learn to implement current technology to enhance teaching and learning in content areas. Candidates in this course will gain hands-on experience in technology integration in instructional activities. The activities in this class include the development of projects that enhance the creativity and computer technology knowledge base of teacher candidates. This knowledge base will be developed through readings, reflections, interactive discussions, creative process, and presentations.

EDFN-455A. Seminar I. 3 Hours.
This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master’s level research paper. This process will involve both intensive individual work and significant engagement with peers’ projects creating an interdisciplinary learning community through interaction and collaboration. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor that will produce a research proposal.
EDFN-455B. Seminar II. 3 Hours.
This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master's level research paper. This process will involve both intensive individual work and significant engagement with peers' projects creating an interdisciplinary learning community through interaction and collaboration which implements a research proposal and culminates in a completed research study. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor.

EDFN-492. Social Justice Education In Schools. 3 Hours.
This course engages students in an examination of historical and contemporary approaches to promoting equity and justice in K-12 education, including curricular, pedagogical, and policy-related interventions. Topics include but are not limited to the relationship between social justice education and student outcomes, strategies for enacting social justice in standards-based classrooms, and approaches to designing, implementing and evaluating social justice curriculum and policy.

EDFN-497. Critical Race Theory In Education. 3 Hours.
The purpose of this course is to provide an introduction to the tenets of Critical Race Theory (CRT) in legal scholarship and education as a means to interpret education in school and community contexts. Incorporating legal, historical, policy analysis and sociological approaches, this class develops analysis and praxis through CRT in the examination of educational concerns. Through the incorporation of various segments of critical theory (e.g. post-modern, post-structural, post-colonial, critical feminism, etc.) the class seeks to place CRT in the realm of education for social justice. This course is reading and writing intensive.

Inner City Studies Education

ICSE-101. Development Of Inner City Children. 3 Hours.
An examination of traditional theories of child growth and development in light of recent findings of interdisciplinary research on the behavior of disadvantaged children in urban settings. Special emphasis on inner city family structures as well as those informal and formal systems that contribute to personality formation.

ICSE-102. The Paraprofessional In The Inner City School. 3 Hours.
Introduction to educational philosophies and teaching techniques relevant to inner city schools from pre-school through upper elementary grades as they pertain to the paraprofessional (teacher aide). Considerable focus on teacher aide-pupil relationships and teacher aide-parent relationships. Special projects will deal with practical classroom situations and motivational techniques. Students will be exposed to new materials and media and trained to select those especially applicable to inner city youth.

ICSE-103. Introduction To Inner City Studies. 3 Hours.
An overview of the problems of minority groups in large urban settings. Includes the study of mental and physical health and community services.

ICSE-201. History And Culture Of Ethnic Groups In America. 3 Hours.
An examination of religious, social, economic, and political aspects of ethnic groups in the United States, namely: Spanish descent, African-Americans, American Indians, etc.

ICSE-301. Racism In Theory And Fact. 3 Hours.
Study of race and culture as related to social and racist theories. Focus will be on such issues as prejudice, racial superiority and racial group interaction.

ICSE-302. The Inner City Community. 3 Hours.
The study of the politics, economics, and social structure of the inner city. In addition, the ecological approach will be covered.

ICSE-303. Writing Intensive Program: Research Design And Methodology. 3 Hours.
Research Design and Methodology examines the literature and theories that relate to research of urban communities. The course will focus on the design of research projects and the methods of data collection used in researching urban phenomena.
Prerequisite: ENGL-101 minimum grade of C.

ICSE-304. Communication In The Inner City. 3 Hours.
An examination of the cultural barriers and racial myths which impede inter-cultural communication. Development of a theory of inter-cultural communication with emphasis on means of disseminating ideas, news, and propaganda in inner city communities.

ICSE-305. Business, Welfare, And Labor Systems In America. 3 Hours.
A study of political, economic, and social aspects of the labor welfare economy as related to group structure. Problems posed by automation, cybernation, and discrimination will be studied in-depth.

ICSE-327. Seminar In Administrative Practicum. 2 Hours.
Designed to provide orientation, overview and evaluation of practicum experience. Must be taken concurrently with ICSE-328.
Prerequisite: ICSE-305 minimum grade of D or ICST-305 minimum grade of D.
Corequisite: ICSE-328.
ICSE-328. Administrative Practicum. 4 Hours.
A ten week assignment in an inner city administrative unit, governmental or private. Designed to give the student experience in administration and administrative problems of various agencies and organizations. The student will be supervised by a cooperating administrator working with the faculty practicum supervisor. Must be taken concurrently with ICSE-327.

Prerequisite: ICSE-305 minimum grade of D or ICST-305 minimum grade of D.
Corequisite: ICSE-327.

ICSE-329C. Inner City Organization And Institution Building. 3 Hours.
This course is primarily a survey of the socio-political dynamics of inner city organization and institution building. An ecological framework will be utilized to guide our examination. The course will encompass three principal areas of concern: 1. an over-view of organizations and institutions within the context of social organization; 2. issues relevant to inner city organization and institution building; 3. methodological tools to develop a proposal to conduct an ethnographic study of the Jacob H. Carruthers Center for Inner City Studies at Northeastern Illinois University. Moreover, current social findings concerning inner city organization and institution building will be examined.

ICSE-329E. The Oral Tradition & The Inner City Community. 3 Hours.
This course explores the social, political, and cultural forces that influence hip hop culture and the rap music industry. Ecological conceptual models will be used to determine if multinational media conglomerates function as one massive empire that uses some aspects of the rap music industry as cultural imperialism, or if they are simply involved with hip hop for classic capitalism purposes, or a combination of both.

ICSE-329F. Contemporary Issues In The Inner City. 3 Hours.
This course focuses on the contemporary issues surrounding inner city communities in the United States. It specifically examines the economic, political, educational, and environmental underpinnings of such communities. Throughout this course dilemmas effecting inner city communities, specifically, miseducation and the misuse and abuse of economic and political power are discussed, debated and researched. In addition, the discussion of racism as the underlying cause of the historic and contemporary issues in the inner city is explored.

ICSE-329G. Comparative Inner City Communities. 3 Hours.
Course examines historical and contemporary aspects of inner city life in major urban areas in the United States and abroad. It will include the study of the demographics, politics, economics, and social structure, as well as the systems and institutions which affect these inner city communities. The central focus of the course is the comparative exploration of the nature and function of the historical and contemporary role of inner city communities within major cities internationally. The course is research-oriented. Students are organized into teams to explore two major cities in each of the countries: United States, Africa, Caribbean, and Europe.

ICSE-329H. Inner City Development. 3 Hours.
This course examines the development in inner city communities in the city of Chicago since 1970 and tracks future plans for development. Students will examine the economic, political, social and cultural development of inner city communities and how this development impacts the residents of these communities. This examination will include a thorough look at the development efforts of the city, state, and federal governments, as well as the efforts of private and non-profit agencies.

ICSE-329L. African Communications. 3 Hours.
This course is designed to examine verbal and non-verbal communication in African and African American culture, including speaking, writing, the visual arts, song, instrumental music, dance, and film. Perspectives on linguistic and artistic expression will be explored. The role of the "Creative World" in communication will also be considered. Approaches to building cultural knowledge, competence, and literacy will be analyzed. Lectures and discussion will inform instruction.

ICSE-329P. History Of Africa. 3 Hours.
This course is designed to discuss and analyze various aspects of African Civilizations. It also focuses on the conflicts and historical development of various pre-colonial African kingdoms to the rise of Eurasian colonialism and the Slave Trade. Emphasis will be placed on analyzing the relationship between ancient Eurasian and African contacts in the past and the impact it has on present day dynamics and circumstances. The materials incorporated will reflect the cultural, anthropological, linguistic and psychological factors impacting the historical development and the current status of African people.

ICSE-329W. Inner City Institutions. 3 Hours.
This course examines the various institutions in inner city communities and the roles they play within these communities. The course will specifically evaluate the political economy generated by these institutions which are created, funded, and operate from sources outside of the inner city community. The topic of fiscal budgeting and management of the city government and how it relates to inner city institutions, as well as the institutional generation and allocation of funds will be examined to analyze how the funding process facilitates structural advantages and/or disadvantages in the inner city community.

ICSE-331. Literature Of Ethnic Groups. 3 Hours.
Approach to the study of ethnic cultures through literature written by and about those groups; study of literary works concerned with African descendents, Southern Mountain Whites, American Indians, Cubans, Mexican and Puerto Ricans. Insight into the cultural attributes of these groups through the reading of novels, plays, biographies, essays, poems and short stories.
ICSE-411. Graduate Study In The Inner City. 3 Hours.
An introduction to graduate study of the conflict of cultures in the United States, especially between the dominant culture and African-Americans, American Indians, Southern Mountain Whites, Cubans, Mexicans and Puerto Ricans. Special emphasis will be given to educational problems facing these groups. This course is required and should be taken early in the student's program.

ICSE-416. History And Culture Of Afro-Americans. 3 Hours.
African derivation and the culture of American slavery; urban and rural existence; development of the emergent African-American middle-class.

ICSE-425A. Comparative Religion & Philosophical Systems. 3 Hours.
This course is designed to discuss and analyze the nature of the conflict between the growth of early African Christianity and its rival in Europe. It will examine the various African and European thinkers whose discourses were instrumental in the earliest development of Christian philosophy, dogma and praxis. It will also explore the various ecumenical councils that were convened to discuss philosophical issues impacting the current worldview in Western theology. In addition the course will assess the content and context of the notion of “heresy” as a tool in Western theological and intellectual warfare against early African thought.
Prerequisite: ICSE-411 minimum grade of C or ICST-411 minimum grade of C.

ICSE-426. History And Philosophy Of Black Education. 3 Hours.
Examination of the historical and social forces surrounding the issues of Black education in America, from 1800 to the present. It is within the scope of this course to help the student recount and reconstruct, as near as possible, the crucial social controversies, their advocates, and the century-old evolution of schools of thought on Black educational theory.
Prerequisite: ICSE-411 minimum grade of C or ICST-411 minimum grade of C.

ICSE-427A. The African American Community. 3 Hours.
This course is designed to create an understanding of the origin, travail, and future of the African American Community. It traces the historical foundations of African American life and culture through time from the slave regime to contemporary times by utilizing the concepts of family and community as the prism from which to review the passage of time and the structural changes over the past 500 years.
Prerequisite: ICSE-411 minimum grade of D or ICST-411 minimum grade of D.

ICSE-428. The Urban World. 3 Hours.
This course is an examination of the urban communities in which peoples of African descent reside, the evolving urban patterns, and the changing nature of urban life in these areas of the world. It looks at the realities of “slum” existence, factors behind the creation of slums, the policies that govern urban communities, and the limitations of these policies in many developing countries. Many major cities were founded on “squatter-style” neighborhoods. We further explore the growing challenges and issues presented by these urban areas in an increasingly globalized world. Further we will conduct comparative analyses of some of these communities.
Prerequisites: ICSE-411 minimum grade of C and ICSE-442 minimum grade of C.

ICSE-432. Curriculum Development In The Inner City. 3 Hours.
A consideration of the life needs, the assets and the disabilities of the inner city child, and the adjustment of the curriculum to improve the child's learning experiences. Emphasis will be placed on the theory of curriculum construction and the needs of inner city children.
Prerequisite: ICSE-411 minimum grade of C or ICST-411 minimum grade of C.

ICSE-441. Cultures Of The Inner City. 3 Hours.
Intensive comparative analysis of the way of life of America's urban poor and their relationship to the larger society.
Prerequisite: ICSE-411 minimum grade of C or ICST-411 minimum grade of C.

ICSE-442. Research Methods In Inner City Studies. 3 Hours.
Research design and analysis of data; methods for collecting and interpreting data, observation, formulation of hypotheses, techniques of interviewing, questionnaire construction, and writing of reports; primary objective of the course is to train students to read research studies with understanding and to apply the findings to classroom instruction.

ICSE-443. Research Writing. 3 Hours.
Advanced instruction in writing reports, proposals, papers and thesis. Consideration of form and style. Methods of writing critiques of research studies.
Prerequisites: (ICSE-411 minimum grade of C or ICST-411 minimum grade of C) and (ICSE-442 minimum grade of C or ICST-442 minimum grade of C).
ICSE-444. Methods Of Teaching In The Inner City. 3 Hours.
Curriculum development and adjustment to meet the needs of inner city pupils; new approaches to teaching the "hard to reach" pupil; students to develop units in their own major teaching areas, utilizing new materials and techniques.
Prerequisite: ICSE-411 minimum grade of D or ICST-411 minimum grade of D.

ICSE-452. Field Internship. 3 Hours.
An opportunity to work with disadvantaged children in varied social agencies that serve these youngsters in their communities; the student to function as participant-observer by assuming an active work role in the various programs offered by the agencies, thereby allowing close, intimate contact with the children and their parents; agency staff supervision, as well as regular attendance at staff conferences, to enable the student to gain working insight and understanding of the philosophy of the agency program; to be taken concurrently with ICSE-453.

ICSE-453. Seminar In Field Internship. 3 Hours.
A companion course to field internship; formulation of operational principles of understanding and working through various problems that arise in the student's interaction with disadvantaged youngsters in the field; clarification of the student's attitudes and feelings as determinants in the relationship and learning processes; to be taken concurrently with ICSE-452.

ICSE-454. Masters Project Research. 3 Hours.
Supervision and advisement in evolving a research project and in writing research results.

Secondary Education

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.
Prerequisites: EDFN-305 minimum grade of C and EDFN-306 minimum grade of C and College of Education Admission YES and ENGL-101 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 YES.
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.
Prerequisites: SCED-301 minimum grade of C and College of Education Admission YES.

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 YES.
Corequisite: SCED-303F.

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.
Prerequisites: SCED-301 minimum grade of C and College of Education Admission YES.

SCED-303I. Methods And Techniques Of Teaching Music In Secondary School:Instrumental. 3 Hours.
Methods and materials utilized in teaching and organizing music classes and performing groups in the secondary schools; major emphasis upon general music classes, music rehearsal, and performance problems in vocal music.
Prerequisites: MUS-391 minimum grade of C and SCED-311 minimum grade of C and College of Education Admission YES.

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.
Prerequisites: SCED-301 minimum grade of C and College of Education Admission YES.
Corequisite: SCED-304M.
SCED-303R. Materials And Methods For Teaching High School Science. 4 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.
Prerequisites: SCED-301 minimum grade of C and College of Education Admission YES.
Corequisite: SCED-304B.

SCED-303V. Methods And Techniques Of Teaching Music In Secondary Schools:Vocal. 3 Hours.
Methods and materials utilized in teaching and organizing music classes and performing groups in the secondary school; major emphasis upon general music classes, music rehearsal and performance problems in instrumental music.
Prerequisites: MUS-391 minimum grade of C and SCED-311 minimum grade of C and College of Education Admission YES.

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 YES.
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 YES.
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 YES.
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 YES.
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 YES.
Corequisite: SCED-303H.

SCED-304J. Foreign Language Clinical Experience In The Secondary School. 3 Hours.
Supervised direct involvement in the instructional process for students taking the academic major methods course; four hours of direct involvement in the instructional process; four hours of clinical experience per week. Prior to taking clinical experience (SCED-304J), students must score an "Advanced Low" or higher rating on the Oral Proficiency Interview (OPI).
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 YES.
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.
Prerequisites: SCED-301 minimum grade of C and SCED-303A minimum grade of C and Illinois Content Area Test PASS.

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.
Prerequisites: SCED-301 minimum grade of B and Illinois Content Area Test PASS.
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 supervisor who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.
Prerequisites: SCED-301 minimum grade of C and Illinois Content Area Test PASS and College of Education Admission YES.

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.
Prerequisites: SCED-303F minimum grade of B and SCED-304J minimum grade of C and Illinois Content Area Test PASS.

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.
Prerequisites: Illinois Content Area Test PASS and College of Education Admission YES.

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 supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.
Prerequisites: Illinois Content Area Test PASS and SCED-304J 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.
Prerequisites: SCED-301 minimum grade of C and HLED-304 minimum grade of C and HLED-305 minimum grade of C and HLED-302 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.
Prerequisites: SCED-301 minimum grade of C and Illinois Content Area Test PASS and College of Education Admission YES.

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.
Prerequisites: SCED-301 minimum grade of C and SCED-303I minimum grade of C and SCED-303V minimum grade of C and SCED-311 minimum grade of C and Illinois Content Area Test PASS.

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).
Prerequisites: SCED-301 minimum grade of C and PEMA-344 minimum grade of C and Illinois Content Area Test PASS.

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.
Prerequisites: EDFN-305 minimum grade of C and ENGL-101 minimum grade of C and EDFN-306 minimum grade of C and EDFN-307 minimum grade of C and College of Education Admission YES.

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 YES.
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.
Prerequisites: SCED-402E minimum grade of B and SCED-415 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 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 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 in the SCED MAT/Teacher Licensure program sequence. 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 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.
Prerequisites: SCED-415 minimum grade of B and SCED-402E 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.
Prerequisites: SCED-415 minimum grade of B and SCED-402H 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.
Prerequisites: SCED-415 minimum grade of B and SCED-402M 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.
Prerequisites: SCED-415 minimum grade of B and SCED-402S 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.

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 minimum grade of B or SCED-404M minimum grade of B or SCED-404S minimum grade of B or SCED-404H minimum grade of B.

SCED-421L. Research In Classroom Teaching Of Language Arts. 3 Hours.
Designed to acquaint the student with research in contemporary trends in teaching the language arts, including reading; critical appraisal and discussion of classical and current studies in linguage arts will provide specific suggestions useful in classroom practice; an overview of the entire area, as well as opportunity for individual study in-depth for a specific area related to the student's need and interest; in-service teachers may become involved in action research.
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.
Prerequisite: Illinois Content Area Test PASS.
Corequisite: SCED-429.

SCED-501E. Essentials Of Writing Pedagogy. 1 Hour.
This course is offered by the Illinois Writing Project and explores issues and strategies for teaching writing. It investigates essential practices and activities involved in the writing process, including prewriting, drafting, revising, editing, and publishing; and modeling of effective teaching strategies. The course will help student develop skills and materials to use in their own classrooms.

SCED-501L. Issues In Writing Pedagogy. 2 Hours.
This course is offered in conjunction with the Illinois Writing Project’s Summer Institute and Workshops and explores issues and strategies for teaching writing. It investigates practice and application of various types of activities involved in the writing process, including prewriting, drafting, revising, editing, and publishing; modeling of effective teaching strategies; and a survey of current issues in the teaching of writing. In addition, the course will help student develop skills and materials to use in their own classrooms.

SCED-501R. Teacher Leadership In Writing Pedagogy. 3 Hours.
This course is offered in conjunction with the Illinois Writing Project’s Summer Leadership Institute. Participants will examine defining characteristics of effective leadership, organizational structures, and conditions that affect curricular change efforts. Concepts covered include group dynamics, adult learning processes, and strategies for promoting school-wide sustainable improvement in writing instruction. Participants will examine effective professional development workshop structures, varieties of professional learning activity, and formal and informal leadership roles. Based on these concepts and strategies, participants prepare plans for leadership activities in teaching writing in their schools.

SCED-505. Social-Emotional Learning And Writing. 1 Hour.
This course is offered in conjunction with the Illinois Writing Project’s Summer Workshops and explores issues and strategies for developing students’ social-emotional learning through writing. Concepts covered follow Illinois Social-Emotional Learning standards and Core Competencies identified by CASEL (Collaborative for Academic, Social, and Emotional Learning): 1) self-awareness; 2) self-management; 3) social awareness; 4) relationship skills; 5) responsible decision-making. Participants explore strategies for using student writing to develop each of these competencies. Based on these concepts and strategies, participants prepare plans for developing social-emotional learning through writing in their classrooms.