

Educational Inquiry and Curriculum Studies

The Department of Educational Inquiry and Curriculum Studies is home to coursework and programs in Educational Foundations, Urban Community Studies, PK-12 in Art, Music and Spanish Education, and Secondary Education. Whether seeking to complete initial 9-12 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. During the Academic Year 2023-24, the Goodwin College of Education is reorganizing its departments; Educational Foundations, Urban Community Studies, and Secondary Education, PK-12 in Art, Music and Spanish Education will belong to different departments. More information on our website: GCOE/Programs (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/majors-minors-graduate-programs-and-certificates/>).

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/>)

Urban Community Studies

- Major in Urban Community Studies (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/inner-city-studies-education/>)
- Minor in Urban Community Studies (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/minor-inner-city-careers/>)

Secondary Education

- 9-12/PK-12 Licensure Programs (<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/>)

Urban Community Studies

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

Secondary Education

- Master of Arts in Teaching (MAT) in Secondary Education (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-teaching-language-arts/>) (with English or History or Biology or Chemistry Earth Science or Physics or Mathematics)
- Master of Science in Instruction in Language Arts (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-science-instruction-language-arts/>)

Teacher Licensure Program (TLP) can be found within the MAT in Secondary Education catalog page

Focused 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 Focused Program for teachers who hold a valid and current Illinois Teaching License.

The Focused Program (<http://catalog.neiu.edu/education/special-licensure-endorsement-programs/>) allows licensed teachers to obtain additional subsequent endorsements in the areas of Secondary Education (9-12) English, History, Biology, Earth Science, Physics, Chemistry, Mathematics, Computer Science (5-12), Business Education (5-12), or Dance (PK-12).

Candidates who complete a focused 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

Timothy Duggan, Ed.D., Professor, Chair (SCED, TLP & K-12 programs)

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 J. Ruth Dawley-Carr, Ph.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
 Isaura Pulido, Ph.D., Professor
 Katy Smith, 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-214. Technology In The Classroom. 3 Hours.

This course focuses on instructional use of media technology and helps participants develop foundational skills in technology integration in the classroom. They will learn to use various programs and tools in the educational context. Participants will understand how to enhance teaching and learning experiences through the meaningful integration of technology.

EDFN-215. Schools As A Social Institution. 3 Hours.

This course explores the underpinnings of American public education. Students explore key historical moments, within broader social, cultural, political and economic developments, that shape responses to questions about the role of schools in society. For example, what is the purpose of schools? Who should be educated? What should that education consist of? Students will unpack the different perspectives surrounding these questions and explore parallels to debates in education today. This course lays the foundations to understand schools as a complex social institution that can potentially empower individuals and simultaneously operate in contradictory ways.

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.

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.

Prerequisite: College of Education Admission with a score of Y and (EDFN-306 with a minimum grade of C or ZFND-306 with a 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 with a score of Y.

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, Issues 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 with a score of Y.

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 addresses 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 with a score of Y.

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 with a score of Y.

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.

Prerequisite: EDFN-305 with a minimum grade of C and EDFN-319 with a minimum grade of B and ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and MLED-310 with a minimum grade of B and BLBC-338 with a minimum grade of B and MLED-328A with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-309 with a minimum grade of B and MLED-305 with a 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 with a score of Y.

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 with a score of Y.

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's mastery of international and comparative education elements of the course topic.

EDFN-411B. Leadership In Communities And School. 3 Hours.

This course provides the student with an opportunity to analyze and examine leadership as a theoretical process with consideration of practical applications. Leadership models will be used to plan, evaluate, implement and facilitate positive change in and among schools and communities.

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 sub-cultures 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 ζ 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 media 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. African Studies Institute (AfSI). 3 Hours.

As the origin of humanity, Africa's history is steeped in culture, biodiversity, and indigenous knowledge. The African Studies Institute (AfSI) introduces students to Africa and heightens their curiosity to research and explore more about this fascinating continent. AfSI is a good fit for students in education who are interested in learning about Africa and/or will be working with students, refugees and immigrants from Africa. Moreover, AfSI provides the necessary tools for teachers and other professionals who are interested in integrating African sociocultural, linguistic, historical, political, human rights, and economic contexts into their teaching practice and workplace.

Requirement: Graduate standing or approval from the instructor and the Dean of the College of Graduate Studies and Research for undergraduates.

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. Technology In Content Area Teaching. 1.5 Hour.

This course intends to familiarize participants with technology for instructional use in secondary school classrooms. Participants 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. Participants 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 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.

Prerequisite: EDFN-455A with a minimum grade of C.

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.

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.

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 a 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:Biography. 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.

URBAN COMMUNITY STUDIES

UCS-103. Introduction To Urban Community Studies. 3 Hours.

Introduction to Urban Community Studies is an overview of the Urban Community Studies program and its interdisciplinary approach to examining the political, economic, social, and cultural forces that impact urban communities in this country and throughout the world. The course is designed to introduce students to core analytical concepts and build their critical thinking and analytic writing skills.

UCS-201. Power And Oppression In The Urban Community. 3 Hours.

The purpose of this course is to examine social organization and theories of power and oppression to determine who rules the United States. Moreover, review the "center" of power as a matrix to decide how it impinges in various ways on those who live within the United States society.

UCS-203. Activism And Community Engagement In The Urban Context. 3 Hours.

Activism and Community Engagement in the Urban Context explores historic and contemporary forms of activism and community engagement in local, national and global urban communities. Students will become familiar with the analytic frameworks that inform community activism and trace the connections between activism and community engagement. Through an examination of course readings, guest lecturers and visits to community events, students will investigate forms of activism and community engagement as they relate to issues including education, food security, violence prevention, police reform, equal rights, homelessness, health and wellness and voting rights.

UCS-302. Urban Education And The Art Of Critical Pedagogy. 3 Hours.

The course provides educational practitioners with multimodal approaches to better engage students in a curriculum to improve the child's learning experiences. Research-based strategies are reviewed to enhance teachers' delivery of instruction to promote student outcomes.

UCS-303. Writing Intensive Program: Research Writing In Urban Community Studies. 3 Hours.

Research Writing in Urban Community Studies provides an overview in research methodology. In this course students will learn how to design and write a scholar-activist oriented research proposal on a social science topic pertinent to the urban community. The course covers the following topics: the selection of a research topic, the articulation of research questions, writing a literature review, the development and application of social science theory, the development of methodology, research design, data analysis, research ethics, and research dissemination.

Prerequisite: ENGL-101 with a minimum grade of C.

UCS-304. Contemporary Issues In Urban Community Studies. 3 Hours.

This course focuses on the contemporary issues surrounding urban communities in the United States. It specifically examines the economic, political, educational, and environmental underpinnings of such communities. Throughout this course the major issues affecting the environment of urban communities, specifically educational inequalities, and the misuse and abuse of economic and political power are discussed. In addition, the discussion of racism as the underlying cause of the historic and contemporary issues in the urban community is explored.

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

UCS-305. Urban Entrepreneurship. 3 Hours.

Urban Entrepreneurship explores the fundamentals of entrepreneurship and its connections to community engagement in the urban context. Students will learn the stages of entrepreneurship including idea generation, developing a business model and financing an entrepreneurship venture. Students will also have an opportunity to explore their own entrepreneurship interests and learn the ways that community engagement and social entrepreneurship can play a role in their entrepreneurial ventures.

Prerequisite: (100 - 399 or 100A - 399Z).

UCS-327. Media And Popular Culture In Urban Communities. 3 Hours.

Media and Popular Culture in the Urban Community will examine basic concepts of popular culture as they apply to the urban experience. The course will focus on the socio-cultural factors that influence popular culture as well as the way urban communities are represented in mainstream media.

UCS-328. Trauma, Resilience, And Resistance In Urban Communities. 3 Hours.

Trauma, Resilience, and Resistance in Urban Communities explores psychological trauma symptomatology and interventions in an urban context. In this course students will use books, articles, and film to learn about: 1) the relationship between trauma and neurobiology; 2) historical trauma impacts affecting multigenerational communities of color; 3) structural factors that impact community violence-induced trauma; and 4) contemporary trauma treatments for individuals, children, families, and groups.

UCS-329. Structural Violence In The Urban Community. 3 Hours.

In an attempt to present a holistic perspective of violence in urban spaces, this course will delve into the systemic causes of violence in the urban community. Also, the course will identify the common contributing factors associated with violence, like individual-level influences, to probe deeper into the root causes of violence like misguided public policies, environmental injustices, and the United State's culture producing industries.

UCS-330. Film Analysis In The Urban Context. 3 Hours.

This course examines featured films and historical dramas on various topics to provide evidence and information as an alternative source for understanding critical issues and social events.

UCS-341. Motherhood Studies In The Urban Community. 3 Hours.

Motherhood Studies in the Urban Community will explore the institution and experience of motherhood as a site of power and healing. Specific emphasis will be given to theorizing about the specific ways African American, Latinx, indigenous, and immigrant mothers experience mothering in an urban context. In addition, this course will use memoirs, articles, and film to explore: 1) the labors of motherhood; 2) how race, socioeconomic status, and sexuality impact mothering; 3) how mothers navigate and resist structural oppression found in education, economic, and political systems; and 4) mothers' hope and resiliency in the wake of urban community violence.

UCS-342. A Critical Analysis Of Hip Hop Culture. 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 involved with hip hop for classic capitalism purposes or a combination of both.

UCS-343. Racism, Xenophobia, And Bias In The Urban Context. 3 Hours.

Racism, Xenophobia, and Bias in the Urban Context addresses how the construct of race and racism produces economic inequities, biased policy formations, and social injustices toward people of color. The course is designed and framed around contemporary and historic topics allowing students to critically analyze and review the concept of racism as a destructive philosophy and theoretical application.

UCS-344. Seminar In Urban Community Studies. 3 Hours.

Seminar in Urban Community Studies explores selected topics in Urban Community Studies including urban history, urban sociology, urban education, urban art/literature, urban social services, urban structural violence, urban politics, urban architecture, and urban culture. Course content varies. Course can be repeated on different topics up to three times.

Prerequisite: UCS-303 with a minimum grade of C.

UCS-411. Theoretical Foundations In Urban Community Studies. 3 Hours.

This is the orientation for the Master's Degree program in Urban Community Studies. This course is designed to provide students with a rigorous grounding in the theoretical frameworks that analyze and understand the Inner City. This course will explore the intellectual foundations of the human condition in the part of urban America referred to as the "inner city" by comparative investigation of cultural, education, economic, social, and political issues in these spaces.

UCS-412. Methods In Urban Community Research. 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. The primary objective of the course is to train students to read research studies with understanding and to apply the findings to their own research projects.

UCS-415. Urban Ethnography. 3 Hours.

Urban Ethnography introduces students to ethnographic data collection methods associated with the study of urban environments. Students will explore the foundations of urban ethnography through classical sociological and anthropological studies. Students will conduct their own ethnographies and learn how to incorporate ethnographic analysis into their research writing.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-416. The African-American Experience In Urban Communities. 3 Hours.

This course explores how pull and push factors influence social, political, and economic outcomes for African Americans living in urban spaces. Students will examine how issues of race, class, gender, urban development gentrification and displacement impact African-American urban life.

UCS-420. Migration And Diaspora In Urban Communities. 3 Hours.

Migration and Diaspora in Urban Communities is an examination of movement and diaspora in the historical, cultural and socio-political development of urban communities. Special emphasis is placed on the Great Migration and the Bronzeville community as well as migration experiences in local Chicago communities such as Englewood, Austin, Humboldt Park and Pilsen.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-421. Faith Institutions As Political Instruments. 3 Hours.

The focus of this course is to examine faith institutions as sites of political discourse, engagement, and activism. Special attention is given to examining the history of Black institutions, the intersection of race and gender on religiosity, and the role of resistance movements from contemporary faith-based institutions.

UCS-426. History And Philosophy Of Urban Education. 3 Hours.

Examine the various theoretical constructs, pedagogy, and policies defining urban education since the Post Reconstruction Era. Navigate the journey of how school reform from a philanthropic paradigm and urban policy-planning framework develop and influence textbook selections, curriculum benchmarks, testing requirements, school arrangements, and employment trends.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-431. Systemic Challenges In Public Education. 3 Hours.

The course contrasts and compares how educational ordeals and outcomes are universal throughout many school districts. From addressing minority teacher shortages to cultural curriculum applications, the course will examine a variety of best practices, policy interventions, and instructional strategies required to better teach and service marginalized and traditional youth impacted from external school forces, e.g. family issues, parental arrangements, drugs, social media, poverty.

UCS-432. Curriculum And Pedagogy In Urban Schools. 3 Hours.

The course offers a historical analysis, contemporary examination, and ethnographic review of educational policies and school initiatives framing urban America's curriculum pedagogy. The purpose of the course is to advance an interpretive understanding of how urban policy planning and school equity influences the construction of a school curriculum.

UCS-433. Popular Culture. 3 Hours.

Popular Culture is an examination of critical issues and theoretical approaches to the study of popular culture with special attention of popular culture within an urban context. The course will explore the way that Popular culture analysis occurs in a number of different fields, including Sociology, Communications, Anthropology, History, Cultural Studies, English, Women's Studies, Ethnic Studies, and Urban Studies. Special focus will be placed on the relationship between urban communities and several areas of popular culture including television, film, advertising, popular music, and social media.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-441. Urban Culture. 3 Hours.

Urban Culture examines the social practices and shared expression of groups that live in urban settings. This course is intended to introduce students to the changing nature of community, social inequality, political power, socio-spatial change, technological change, and the relationship between the built environment and human behavior. Special emphasis will be placed on the urban cultures of various ethnic groups in Chicago.

UCS-443. Research Writing. 3 Hours.

This course will offer instruction in writing reports, proposals, papers and the thesis with consideration given to form and style. Moreover, this course is intended to help you master the strategies and conventions of academic research writing. In the broadest terms, we do research whenever we gather information to answer a question that solves a problem. At its most fundamental level, the basis for research writing is to collect all of the available information/data (within reason) on a specific topic, read it, categorize and analyze the information (process) and produce a written report of your findings.

UCS-445. Critical Analysis Of Hip Hop Culture. 3 Hours.

This course explores the social, political, and cultural forces that influence hip-hop culture and the rap music industry. The conceptual paradigm used in this course will be guided by an activist-scholarship paradigm which involves the shaping of public policy via participatory research and community empowerment. The research presented and conducted in this course is intended to contribute to the forces of activism for social justice in the inner city. An outcome of this course will be to use hip-hop to mobilize inner-city populations to become involved in the shaping of public policy and civic engagement.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-446. Urban Health And Wellness. 3 Hours.

Urban Health and Wellness examines the historical development and current state of urban health and wellness particularly the ability of urban health agencies to meet community health needs. The course will pay special attention to contemporary public health issues and the ways these issues are addressed by urban health agencies and communities as a whole.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-447. Urban Youth Culture And Development. 3 Hours.

The focus of this course is to examine complexities of youth development within an urban context. Specifically, this course will use critical race theory and systems theory to explore youth development within the context of neurobiology, violence management, sexuality, civic engagement, and media consumption.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-452. Field Internship. 1 Hour.

The field internship allows students to receive professional training aligned to their existing research topics and thesis to support their completion of the master thesis requirement. Students are not only directly engaged in the fields of varied organizational agencies to gain work-related experience, but also asked to write reflective exercises as a means to apply various data tools to summarize varied learning experiences. Furthermore, students are to develop a portfolio/e-portfolio that captures the intellectual and practical experiences encountered servicing people in urban environments. To be taken concurrently with UCS-453. Students are required to complete 100 intern hours.

UCS-453. Seminar. 3 Hours.

ICSE-453 is the seminar section of ICSE-452, which allows students to review and analyze qualitative methodology and data collection tools in the fields including social work, criminal justice, and education. The seminar research course also investigates the theories, perspectives, and data used to assess and interpret urban challenges and social phenomena. To be taken concurrently with UCS-452.

UCS-5901. Research And Thesis. 1 Hour.

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.

UCS-5902. Research And Thesis. 2 Hours.

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.

UCS-5903. Research And Thesis. 3 Hours.

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.