

SECONDARY TEACHING

sesp.northwestern.edu/ugrad/secondary-teaching

SESP's interdisciplinary secondary teaching concentration combines subject-area courses in a chosen field from Weinberg College—biological sciences, chemistry, economics, English, history, mathematics, physics, political science, or Spanish—with courses in child and adolescent development, education theory and methods, and urban education. The program leads to an Illinois Professional Educator license as well as a bachelor of science in education and social policy degree. The degree is 42 units.

Similar to the other SESP concentrations, which have a four unit practicum in the third year, secondary teaching students must complete a one-quarter student teaching internship in the last year while enrolled in TEACH_ED 388-0 Student Teaching in Multilingual & Multicultural Contexts: Secondary Humanities or TEACH_ED 385-0 Student Teaching in Multilingual and Multicultural Contexts: Secondary Math or TEACH_ED 386-0 Student Teaching in Multilingual and Multicultural Contexts: Secondary Science.

Weinberg College of Arts and Sciences students who wish to pursue secondary teaching licensure must apply to the program by the fall of their third year and complete the requirements of the secondary teaching concentration. They also must complete the degree requirements of the Weinberg College of Arts and Sciences.

Students must also complete the Undergraduate Registration Requirement (<https://catalogs.northwestern.edu/undergraduate/requirements-policies/undergraduate-registration-requirement/>) and the degree requirements of their home school.

Total requirements—42 units

Foundational discipline requirements—10 units

Professional core—12 units

Teaching subject—area requirements—varies

Electives—8 or fewer as needed to complete the 42-unit degree requirement

Foundational Discipline Requirements (10 units)

- 2 natural sciences courses
- 2 empirical and deductive reasoning courses
- 2 historical studies courses
- 2 ethical and evaluative thinking courses (TEACH_ED 302-0 Social, Cultural, and Linguistic Contexts of Education will count as 1 of these)
- 2 literature and arts courses

Selected courses from Weinberg College and professional schools across the University fulfill distribution requirements.

Professional Core (12 units)

Course	Title
SESP 201-0	Human Development: Childhood and Adolescence ^{1,2}
TEACH_ED 302-0	Social, Cultural, and Linguistic Contexts of Education

TEACH_ED 310-0	Foundations of Learning in a New Language
TEACH_ED 322-0	Linguistics Informed Approaches to Literacy
TEACH_ED 327-0	Educating Exceptional Children
1 methods and techniques course chosen from:	
TEACH_ED 355-0	Methods & Techniques: World Languages
TEACH_ED 356-0	Methods & Techniques: English
TEACH_ED 357-0	Methods and Techniques: Secondary Mathematics
TEACH_ED 358-0	Methods and Techniques: Science
TEACH_ED 359-0	Methods & Techniques: Social Science
1 middle grades methods course chosen from:	
TEACH_ED 366-0	Middle Grades Methods & Techniques of Teaching: English
TEACH_ED 367-0	Middle Grades Methods & Techniques of Teaching: Mathematics
TEACH_ED 368-0	Middle Grades Methods & Techniques of Teaching: Science
TEACH_ED 369-0	Middle Grades Methods & Techniques of Teaching: Social Sciences
1 practicum/seminar:	
TEACH_ED 378-0	Theory & Practice of Tchg in Multiling. & Multicult. Contexts: Sec. Humanities
or TEACH_ED 375-0	Theory & Practice of Tchg in Multiling. & Multicult. Contexts: Secondary Math
or TEACH_ED 376-0	Theory & Practice of Tchg in Multiling. & Multicult. Contexts: Secondary Science
1 student teaching seminar (4 units):	
TEACH_ED 388-0	Student Teaching in Multilingual & Multicultural Contexts: Secondary Humanities
or TEACH_ED 385-0	Student Teaching in Multilingual and Multicultural Contexts: Secondary Math
or TEACH_ED 386-0	Student Teaching in Multilingual and Multicultural Contexts: Secondary Science

¹ PSYCH 244-0 Developmental Psychology for non-SESP students

² PSYCH 110 is a prerequisite for PSYCH 244-0.

Teaching Subject—Area Requirements (12–20.72 units)

Specific teaching subject—area courses prepare students to meet the requirements of the Illinois State Board of Education. Teaching subject—area requirements may differ from those of a departmental major, and departmental course offerings change frequently. Secondary teaching candidates must meet regularly with the secondary teaching adviser to ensure that requirements are met. In the event that courses listed here are no longer offered by the departments, suitable replacements will be found. Students are also responsible for any prerequisites. The unit totals below are approximate minimums. Exact unit totals depend on options chosen.

Biological and Physical Sciences

Biological Sciences (20.06 units)

Course	Title
8 core science courses plus labs:	
BIOL_SCI 201-0	Molecular Biology
ASTRON 101-0	Modern Cosmology
or ASTRON 120-0	Highlights of Astronomy
CHEM 110-0 & CHEM 131-0 & CHEM 141-0	Quantitative Problem Solving in Chemistry and Fundamentals of Chemistry I and Fundamentals of Chemistry Laboratory I

OR	
CHEM 151-0 & CHEM 161-0	General Chemistry I and General Chemistry Laboratory I
OR	
CHEM 171-0 & CHEM 181-0	Advanced General Inorganic Chemistry and Advanced General Inorganic Chemistry Laboratory
EARTH 201-0 or ENVR_SCI 201-0	Earth Systems Revealed Earth: A Habitable Planet
ENVR_SCI 202-0	The Health of the Biosphere
PHYSICS 130-1 & PHYSICS 130-2 & PHYSICS 130-3 & PHYSICS 136-1 & PHYSICS 136-2 & PHYSICS 136-3	College Physics and College Physics and College Physics and General Physics Laboratory and General Physics Laboratory and General Physics Laboratory
or PHYSICS 135-1 & PHYSICS 135-2 & PHYSICS 135-3 & PHYSICS 136-1 & PHYSICS 136-2 & PHYSICS 136-3	General Physics and General Physics and General Physics and General Physics Laboratory and General Physics Laboratory and General Physics Laboratory
3 additional chemistry courses and required labs:	
CHEM 132-0 & CHEM 142-0	Fundamentals of Chemistry II and Fundamentals of Chemistry Laboratory II
OR	
CHEM 152-0 & CHEM 162-0	General Chemistry II and General Chemistry Laboratory II
OR	
CHEM 172-0 & CHEM 182-0	Advanced General Physical Chemistry and Advanced General Physical Chemistry Laboratory
CHEM 215-1 & CHEM 235-1	Organic Chemistry I and Organic Chemistry Lab I
or CHEM 217-1 & CHEM 237-1	Accelerated Organic Chemistry I and Accelerated Organic Chemistry Laboratory I
CHEM 215-2 & CHEM 235-2	Organic Chemistry II and Organic Chemistry Lab II
or CHEM 217-2 & CHEM 237-2	Accelerated Organic Chemistry II and Accelerated Organic Chemistry Laboratory II
5 additional biological sciences courses plus 3 labs:	
BIOL_SCI 202-0	Cell Biology
BIOL_SCI 203-0	Genetics and Evolution
BIOL_SCI 301-0	Principles of Biochemistry
1 chosen from:	
BIOL_SCI 341-0	Population Genetics
BIOL_SCI 342-0	Evolutionary Processes
BIOL_SCI 392-0	Developmental Genetics Laboratory
1 additional 300-level biological sciences course (SESP students) ¹	
3 labs:	
BIOL_SCI 232-0	Molecular and Cellular Processes Laboratory
BIOL_SCI 233-0	Genetics and Molecular Processes Laboratory
BIOL_SCI 234-0	Investigative Laboratory

¹ For Weinberg College students: additional courses as needed to meet requirements for the major.

Chemistry (20.72 units)

Course	Title
9 core science courses plus labs:	
ASTRON 101-0 or ASTRON 120-0	Modern Cosmology Highlights of Astronomy
BIOL_SCI 164-0	Basic Genetics and Evolution
OR	
BIOL_SCI 202-0 & BIOL_SCI 232-0	Cell Biology and Molecular and Cellular Processes Laboratory
CHEM 110-0 & CHEM 131-0 & CHEM 141-0	Quantitative Problem Solving in Chemistry and Fundamentals of Chemistry I and Fundamentals of Chemistry Laboratory I
OR	
CHEM 151-0 & CHEM 161-0	General Chemistry I and General Chemistry Laboratory I
OR	
CHEM 171-0 & CHEM 181-0	Advanced General Inorganic Chemistry and Advanced General Inorganic Chemistry Laboratory
EARTH 201-0	Earth Systems Revealed
ENVR_SCI 201-0	Earth: A Habitable Planet
ENVR_SCI 202-0	The Health of the Biosphere
PHYSICS 135-1 & PHYSICS 135-2 & PHYSICS 135-3 & PHYSICS 136-1 & PHYSICS 136-2 & PHYSICS 136-3	General Physics and General Physics and General Physics and General Physics Laboratory and General Physics Laboratory and General Physics Laboratory
6 additional chemistry courses and required labs:	
CHEM 132-0 & CHEM 142-0	Fundamentals of Chemistry II and Fundamentals of Chemistry Laboratory II
or CHEM 152-0 & CHEM 162-0	General Chemistry II and General Chemistry Laboratory II
OR	
CHEM 172-0 & CHEM 182-0	Advanced General Physical Chemistry and Advanced General Physical Chemistry Laboratory
CHEM 220-0	Introductory Instrumental Analysis
CHEM 215-1 & CHEM 235-1	Organic Chemistry I and Organic Chemistry Lab I
or CHEM 217-1 & CHEM 237-1	Accelerated Organic Chemistry I and Accelerated Organic Chemistry Laboratory I
CHEM 215-2 & CHEM 235-2	Organic Chemistry II and Organic Chemistry Lab II
or CHEM 217-2 & CHEM 237-2	Accelerated Organic Chemistry II and Accelerated Organic Chemistry Laboratory II
CHEM 215-3 & CHEM 235-3	Organic Chemistry III and Organic Chemistry Lab III
or CHEM 217-3 & CHEM 235-3	Accelerated Organic Chemistry III and Organic Chemistry Lab III
CHEM 393-0	Green Chemistry
2 additional 300-level chemistry courses	

Physics (14.36 units)

Course	Title
7 core science courses plus labs:	
ASTRON 101-0 or ASTRON 120-0	Modern Cosmology Highlights of Astronomy
BIOL_SCI 103-0	Diversity of Life

CHEM 110-0 & CHEM 131-0 & CHEM 141-0 or CHEM 171-0 & CHEM 181-0	Quantitative Problem Solving in Chemistry and Fundamentals of Chemistry I and Fundamentals of Chemistry Laboratory I Advanced General Inorganic Chemistry and Advanced General Inorganic Chemistry Laboratory
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CHEM 151-0 & CHEM 161-0	General Chemistry I and General Chemistry Laboratory I
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EARTH 201-0	Earth Systems Revealed
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PHYSICS 135-1 & PHYSICS 135-2 & PHYSICS 135-3 & PHYSICS 136-1 & PHYSICS 136-2 & PHYSICS 136-3	General Physics and General Physics and General Physics and General Physics Laboratory and General Physics Laboratory and General Physics Laboratory
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6 additional physics courses:

PHYSICS 239-0	Foundations of Modern Physics
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PHYSICS 330-1	Classical Mech
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PHYSICS 332-0	Statistical Mechanics
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PHYSICS 333-1	Advanced Electricity & Magnetism
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2 additional physics courses including at least 1 at the 300 level

English

English (13 units)

Course	Title
ENGLISH 210-1 & ENGLISH 210-2 or ENGLISH 270-1 & ENGLISH 270-2	British Literary Traditions and British Literary Traditions American Literary Traditions and American Literary Traditions
ENGLISH 300-0	Seminar in Reading and Interpretation
TEACH_ED 324-0	Critical Issues in Literacy

9 additional courses, including at least 4 at the 300 level:

At least 3 world literature courses chosen from but not limited to:

COMP_LIT 201-0	Reading World Literature
COMP_LIT 202-0	Interpreting Culture
COMP_LIT 270-0	Literatures in Translation
COMP_LIT 301-0	Studies in World Literature
COMP_LIT 303-0	Movements and Periods
ENGLISH 365-0	Studies in Postcolonial Literature
ENGLISH 369-0	Studies in African Literature
ENGLISH 369-CN	Studies in African Literature

At least 3 literature courses representing different genders, ethnicities and social classes chosen from but not limited to:

ENGLISH 274-0	Introduction to Native American and Indigenous Literatures
ENGLISH 275-0	Introduction to Asian American Literature
ENGLISH 277-0	Introduction to Latinx Literature
ENGLISH 366-0	Studies in African American Literature
ENGLISH 374-0	Studies in Native American and Indigenous Literatures
ENGLISH 375-0	Studies in Asian American Literature
ENGLISH 377-0	Topics in Latinx Literature
COMP_LIT 205-0	Reading Difference
COMP_LIT 306-0	Studies in Race & Ethnicity
COMP_LIT 307-0	Studies in Gender, Sexuality & Representation

3 additional courses chosen from the following:

COMP_LIT 305-0	Studies in Film, Media, and Visual Culture
ENGLISH 206-0	Reading & Writing Poetry

ENGLISH 207-0	Reading and Writing Fiction
ENGLISH 208-0	Reading & Writing Creative Non-Fiction
ENGLISH 308-0	Advanced Creative Nonfiction Writing
ENGLISH 386-0	Studies in Literature and Film
JOUR 201-1	Fundamentals of Reporting & Writing News
JOUR 201-2	Fundamentals of Video Journalism
JOUR 291-0	Intro to Podcasting
RTVF 190-0	Media Construction
RTVF 220-0	Analyzing Media Texts

Spanish

Spanish (13 units)

Course	Title
Students must earn a score of upper-intermediate or higher on the ACTFL OPI for licensure.	
TEACH_ED 328-0	Dynamics of Middle School Curriculum
12 Spanish language, literature, and culture and civilization courses, including at least 5 at the 300 level:	
3 courses chosen from:	
SPANISH 200-0	Advanced Spanish for Heritage Language Learners
SPANISH 201-0	Advanced Spanish I: Contemporary Latin America
SPANISH 202-0	Conversation on Current Topics
SPANISH 204-0	Advanced Spanish II: Activism in Times of Political Change
SPANISH 208-0	Spanish and the Community

2 courses chosen from:

SPANISH 250-0	Literature in Spain before 1700
SPANISH 251-0	Literature in Spain since 1700
SPANISH 260-0	Literature in Latin America before 1888
SPANISH 261-0	Literature in Latin America since 1888

3 literature courses with at least 2 focusing on Latin-American literature selected from the following:

SPANISH 231-0	The "New" Latin American Narrative (Taught in English)
SPANISH 232-0	Discovering Jewish Latin America
SPANISH 277-0	Introduction to Latinx Literature
SPANISH 223-0	Cervantes (Taught in English)
SPANISH 323-0	Cervantes' Don Quixote
SPANISH 332-0	Avant-Garde Writers and Experimental Fiction in Spain
SPANISH 340-0	Colonial Latin American Literature
SPANISH 341-0	Latin American Modernismo
SPANISH 343-0	Latin American Avant-Gardes
SPANISH 345-0	Reading the 'Boom'
SPANISH 346-0	Testimonial Narrative in Latin America
SPANISH 348-0	Readings in Latin American Short Fiction

3 Latin American/Latin-x culture and civilization courses including film, art, and history, from:

SPANISH 361-0	Latin America: Studies in Culture and Society
SPANISH 362-0	Citizenship and Urban Violence in Latin America
SPANISH 364-0	Cultural Borders/Border Cultures
SPANISH 380-0	Topics in Film in Latin America and/or Spain
SPANISH 395-0	Topics in Latin American, Latina and Latino, and/or Iberian Cultures

Choose 1 from the following:

SPANISH 280-0	Introduction to Spanish Linguistics
SPANISH 281-0	Spanish Phonetics and Phonology
SPANISH 302-0	Advanced Grammar

Mathematics

Mathematics (12 units)

Course Title

12 courses (total number of courses may depend on the calculus sequence the student enrolls in) with at least 5 at the 300 level. No more than two AP credits may be counted toward the 12.

Foundation calculus courses:

MATH 218-1 & MATH 218-2 & MATH 218-3 or MATH 220-1 & MATH 220-2	Single-Variable Calculus with Precalculus and Single-Variable Calculus with Precalculus and Single-Variable Calculus with Precalculus Single-Variable Differential Calculus and Single-Variable Integral Calculus
MATH 226-0	Sequences and Series
MATH 230-1	Multivariable Differential Calculus
MATH 230-2	Multivariable Integral Calculus

Additional required courses:

MATH 240-0	Linear Algebra
MATH 306-0	Combinatorics & Discrete Mathematics

1 probability and statistics course chosen from:

MATH 310-1	Probability and Stochastic Processes
SESP 210-0	Introduction to Statistics and Research Methodology
STAT 210-0	Introduction to Probability and Statistics
TEACH_ED 373-0	Topics in High School Math
TEACH_ED 319-0	Teaching Math: Statistics and Probability

1 geometry course chosen from:

MATH 340-0	Geometry
TEACH_ED 318-0	Teaching Math: Geometry

Additional courses as needed to reach minimum 12 units

Social Sciences

History (14 units)

Course Title

No more than 1 AP credit may be counted towards history course requirements.

HISTORY 250-1 & HISTORY 250-2 or HISTORY 201-1 & HISTORY 201-2	Global History: Early Modern to Modern Transition and Global History: The Modern World Europe in the Medieval and Early Modern World and Europe in the Modern World
HISTORY 210-1 & HISTORY 210-2	North America and the United States to 1865 and History of the United States, Reconstruction to the Present
HISTORY 393-0	Approaches to History

5 additional courses, including at least 4 at the 300 level:

2 non-Western civilization courses such as:	
HISTORY 255-1 & HISTORY 255-2 & HISTORY 255-3	Background to African Civilization and Culture: Origins to 17th C. and Background to African Civilization and Culture: 16th-19th C. and African History, 1800s-Present: Colonialism, Independence, and Beyond
HISTORY 270-0	Middle Eastern/Islamic Civilization
HISTORY 281-0	Chinese Civilization
HISTORY 284-1 & HISTORY 284-2	Ancient and Medieval Japan: From the Realm of the Gods to the Age of the Samurai and Japan in the Age of the Samurai, 1600-1868
HISTORY 356-1 & HISTORY 356-2	History of South Africa, Early Times to 1879 and History of South Africa, 20th century
HISTORY 357-0	East Africa
HISTORY 358-0	Topics in West African History
HISTORY 366-0	Latin America in the Independence Era: American Indians and Nations

HISTORY 368-2	Revolutions in Latin America and the Caribbean from Haiti to Mexico
HISTORY 369-0	Development and Inequality in Modern Latin America
HISTORY 381-1 & HISTORY 381-2	Modern China: The Transition to Modern Times, 1600-1912 and Modern China: The Twentieth Century
HISTORY 382-0	The Modern Japanese City
HISTORY 384-1 & HISTORY 384-2	History of Modern Japan: The Modern State, 1860-1943 and History of Modern Japan: War and postwar Japan, 1943-present
HISTORY 385-1	History of Modern South Asia, 1500-1800
3 additional history courses with at least 2 in US History	
4 courses to meet related core requirements in social sciences; no more than 1 may be met by AP credit:	
POLI_SCI 220-0	American Government and Politics
ECON 201-0 or GEOG 240-0	Introduction to Macroeconomics Economic Geography
Plus 2 from the following:	
TEACH_ED 334-0	Social Science Content for Teachers
ECON 202-0	Introduction to Microeconomics
GEOG 313-0	North America
POLI_SCI 240-0	Introduction to International Relations
POLI_SCI 250-0	Introduction to Comparative Politics

Economics (15 units)

Course Title

8 economics courses:

ECON 201-0	Introduction to Macroeconomics
ECON 202-0	Introduction to Microeconomics
ECON 281-0	Introduction to Applied Econometrics
ECON 310-1	Microeconomics
ECON 310-2 or ECON 311-0	Microeconomics Macroeconomics

3 additional economics courses at the 300 level

6 history courses including four in U.S. history

1 related core chosen from the list:

TEACH_ED 334-0	Social Science Content for Teachers
POLI_SCI 220-0	American Government and Politics
POLI_SCI 240-0	Introduction to International Relations
POLI_SCI 250-0	Introduction to Comparative Politics

Political Science (15 units)

Course Title

8 political science courses of which 5 must be at the 300 level:

Choose at least 2 from:	
POLI_SCI 201-0	Introduction to Political Theory
POLI_SCI 220-0	American Government and Politics
POLI_SCI 240-0	Introduction to International Relations
POLI_SCI 250-0	Introduction to Comparative Politics
POLI_SCI 321-0	Urban Politics
1 course in methodology chosen from:	
POLI_SCI 210-0	Introduction to Empirical Methods in Political Science
POLI_SCI 310-0	Methods of Political Inference
POLI_SCI 312-0	Statistical Research Methods

5 additional political science courses with at least two focusing on a region outside
of North America

6 history courses with four in U.S. history

1 related core course chosen from the following:

TEACH_ED 334-0	Social Science Content for Teachers
ECON 201-0	Introduction to Macroeconomics
ECON 202-0	Introduction to Microeconomics
GEOG 240-0	Economic Geography

Electives (varies)

Additional units of elective coursework must be taken to complete the 42-unit degree requirement. Students are encouraged to discuss their elective plans with the teacher certification manager.

English as a Second Language (ESL) and Bilingual Endorsement (optional)

- Most requirements for this endorsement are met through other course work in this degree. To complete the endorsement students are encouraged to take the following courses:

Course	Title
TEACH_ED 320-0	Designing for Linguistically and Culturally Sustaining Instruction
TEACH_ED 332-0 or MS_ED 432-1 & MS_ED 432-2	Assessment of Linguistically Diverse Students Assessment of Linguistically Diverse Students I and Assessment of Linguistically Diverse Students II

Teacher Preparation Program

Students who wish to be licensed as teachers must apply to the SESP Teacher Preparation Program. This program is approved by the Illinois State Board of Education. Completion of the courses alone does not result in licensure, nor is licensure required for completion of the SESP degree.

Application and Admission

Students apply to the Teacher Preparation Program by the fall of their third year. To be admitted, they must have a minimum overall GPA of 2.5 and a minimum GPA of 3.0 in a humanities teaching subject–area or meet an annually calculated and determined GPA in math or science subject-areas. Additional admissions requirements include two letters of recommendation and responses to selected essay prompts. Students must be eligible for entrance to the program no later than the end of fall quarter of their third year.

Clinical Experience

Students in the Teacher Preparation Program complete two clinical experiences: a school practicum (typically during fall of the last year); and student teaching (typically during winter of the last year).

To be eligible for the clinical experiences, students must have met the GPA requirements for and been admitted to the Teacher Preparation Program. Students need to be on track to have completed a minimum of 9 courses in the teaching subject area by the end of the practicum term for field-site placement with a department or teacher mentor at a local school. Additionally, students must be available to begin the practicum at the start of the field-site placement's academic school year. Please note that the students' practicum/student teaching field-site placement can be postponed, stopped or withdrawn due to concerns over their health or academic or professional performance.

Clinical experiences gained at the field-site are central to the discussion of methods and theories in the practicum seminar (TEACH_ED 378-0 or

TEACH_ED 375-0 or TEACH_ED 376-0) and methodology courses (TEACH_ED 355-0–TEACH_ED 359-0).

To be eligible for student teaching, students must have successfully completed the applicable TEACH_ED 355-0–TEACH_ED 359-0 course(s) as well as TEACH_ED 378-0 or TEACH_ED 375-0 or TEACH_ED 376-0, earned a passing score on the applicable ILTS Content-Area Test, fulfilled minimum GPA requirements for student teaching, completed 9 teaching subject–area courses and have been recommended for continuation to student teaching. Most school districts also require a criminal background check.

Student teaching involves full-time placement in a local school for the entire quarter. Teacher candidates attend an evening seminar (TEACH_ED 385-0, TEACH_ED 386-0 or TEACH_ED 388-0). The internship and seminar together earn 4 units. No other courses are taken concurrently. Teacher candidates are evaluated by their school mentor, a Northwestern supervisor, and the seminar instructor.

Other Licensure Requirements

In addition to successful completion of the clinical experiences, all teacher candidates must successfully complete the Teacher Performance Assessment at the end of the practicum.

World language teacher candidates are required to complete the Oral Proficiency Interview of the ACTFL with a rating of upper-intermediate-high or better.

Recommendation for Licensure

Students are recommended for licensure when they successfully complete degree requirements, earn a rating of recommendation for licensure for practicum/student teaching and pass all outside tests as noted above. Although legal requirements for licensure vary from state to state, the SESP Teacher Preparation Program is flexible enough to permit students who plan carefully to complete provisional requirements for most states. As it is easier to obtain a teaching license in another state through reciprocity than through independent certification, all students who complete the program and are eligible are encouraged to apply for an Illinois license before leaving the state.

Students should apply for the license immediately upon graduation. Teacher Preparation Program graduates who are recommended, but do not apply for certification upon graduation may not be eligible for certification at a later date due to changes in state requirements.

The Illinois School Code has provided that school districts may not knowingly employ individuals who have been convicted of certain offenses (principally those related to sex or drugs). Illinois school districts require applicants to submit to a criminal background check.

TEACH_ED 301-0 Schooling in America (1 Unit) This course will explore the development of schools in the United States by understanding the ideologies and decisions (pedagogical and political) that have shaped schools over 200 years.

TEACH_ED 302-0 Social, Cultural, and Linguistic Contexts of Education (1 Unit) This course is designed to explore how the ways that we live culturally provide strengths for teaching, learning and design. The course draws from the interdisciplinary study of socio-cultural, linguistic, and contextual influences of education, as well as perspectives from learning, teaching, research and policy. Candidates will examine how issues of power and privilege as they pertain to race, ethnicity, language, class, gender, sexuality and identity politics shape and are shaped within our education system. Candidates will be asked to consider their own

schooling experiences, and deeply evaluate their beliefs, thoughts and assumptions about the influence of various legal, historical, socio-cultural and linguistic factors on their ideas about teaching, learning, and schooling. Special attention will be given to the major trends that influence contemporary landscapes of PK-12 education and the potential systemic benefits and harms associated with them. Candidates will produce an autoethnography that considers the impact of personal formal and informal learning experiences rooted in racial, cultural and linguistic identity on their life view, as well as how they move through the world as advocates for justice.

TEACH_ED 309-0 Supporting Discourse in K-12 Classrooms (1 Unit)

Across the K-12 curriculum, approaches to teaching and learning that focus on student sensemaking and meaningful learning rely on creating a classroom where much of this sensemaking work occurs through talk. Supporting productive classroom discourse is a key element in engaging students in meaningful knowledge-building work. Teachers need tools and strategies to create and support an environment in which students feel welcome and responsible for contributing by sharing their ideas, building on one another's thinking, and working together to further their learning as a community. This course address how to support discourse in the classroom, including designing discussion-based tasks, supporting students in academic discourse, creating a classroom climate supportive of discussion, questioning strategies and talk moves that facilitate discussion, and assessment in discussion-based tasks. We will examine current approaches to supporting effective classroom discussions drawn from elementary, middle school, and high school classrooms, and across multiple disciplines including math, literacy, history, science, and others. Work in the course will involve discussing articles sharing discourse strategies and analyzing video of classroom interactions to see these approaches in action. Students will have the opportunity to work with the tools and strategies of the course in analyzing a classroom discussion they choose to observe, designing discussion-based lessons for their own teaching context, and to try out these tools in facilitating discussions with their peers.

TEACH_ED 310-0 Foundations of Learning in a New Language (1 Unit)

Historical, political, sociocultural, and educational practices that impact linguistically and culturally diverse learners in American schools.

TEACH_ED 311-0 Elementary Methods for Teaching Science and Social Studies I (1 Unit)

This is Part I of a two-part combined Elementary Science and Social Studies Methods course sequence. This course prepares preservice teachers to teach science and social studies in the elementary grades. Inquiry is a grounding principle that will be explored in the context of both science and social studies planning. Candidates will examine interdisciplinary planning and shared pedagogy, and methodologies for both science and social studies. Some class sessions, readings, or experiences will focus on either science or social studies in contrast with some of the cross-curricular approaches. Science topics include the fundamental principles and interrelationships among various areas of science (life, physical, environmental, earth and space), science and engineering practices and investigation to solve problems, and how to engage students in acquiring new knowledge. The broad range of social science content will be addressed, including history, geography, culture, economics and citizenship, with connections to Illinois, the United States and the world. Candidates will work with and examine Next Generation Science Standards, Common Core Standards, and Illinois State Standards.

TEACH_ED 312-0 Elementary Methods for Teaching Science and Social Studies II (1 Unit)

This is Part II of a two-part combined Elementary Science and Social Studies Methods course sequence. Candidates will continue their work and study from Part I. This course prepares

preservice teachers to teach science and social studies in the elementary grades. Inquiry is a grounding principle that will be explored in the context of both science and social studies planning. Candidates will examine interdisciplinary planning and shared pedagogy, and methodologies for both science and social studies. Some class sessions, readings, or experiences will focus on either science or social studies in contrast with some of the cross-curricular approaches. Science topics include the fundamental principles and interrelationships among various areas of science (life, physical, environmental, earth and space), science and engineering practices and investigation to solve problems, and how to engage students in acquiring new knowledge. The broad range of social science content will be addressed, including history, geography, culture, economics and citizenship, with connections to Illinois, the United States and the world. Candidates will work with and examine Next Generation Science Standards, Common Core Standards, and Illinois State Standards. Prereq: completion of TEACH_ED 311.

TEACH_ED 314-0 Math for Elementary Teachers (1 Unit) Math for Elementary Teachers.

TEACH_ED 318-0 Teaching Math: Geometry (1 Unit) The course is intended to deepen conceptual understanding of middle school and high school geometry topics, especially as related to attributes and relationships of geometric objects.

TEACH_ED 319-0 Teaching Math: Statistics and Probability (1 Unit)

This course aims to effectively prepare teachers to help middle school and high school students "learn with understanding" the fundamentally important statistics and probability concepts and skills that are needed for today's world and that are articulated in the Common Core State Standards.

TEACH_ED 320-0 Designing for Linguistically and Culturally Sustaining Instruction (1 Unit)

The Designing for Culturally and Linguistically Sustaining Teaching course engages pre-service candidates in developing equitable and sustaining planning and instructional techniques reflective of the lives, languages, literacies, and cultural ways of being that represent the children they will teach. Through exploring diverse heterogeneous instructional practices, this course delves into understanding strategies and ways of thinking about content that transform the daily instructional experiences we can offer our students, making connections a reality.

TEACH_ED 322-0 Linguistics Informed Approaches to Literacy (1 Unit)

The Linguistics Informed Approaches to Literacy course supports students in analyzing the aims of linguistic science as well as how linguistic concepts apply to teaching in a variety of settings (including with multilingual students, monolingual students, and bilingual classrooms). Students will think about the complexities of language and how they connect with identity, culture, power, and schooling. Students explore topics like syntax, phonology, morphology, semantics, and cognates as they develop their own metalinguistic awareness in support of facilitating effective teaching and learning. A focal area will be supporting the development of students' literacies. Content-area reading topics include but are not limited to pre-reading, post-reading, vocabulary, fluency, and comprehension.

TEACH_ED 323-0 Elementary Literacy Methods & Content (1 Unit)

In the course participants will gain an understanding of the cognitive foundations of reading comprehension and their influence on methods of instruction and assessment, as well as the interrelationships between reading processes and language learning.

TEACH_ED 324-0 Critical Issues in Literacy (1 Unit) Continues on the work in MS_ED 422-0 and TEACH_ED 322-0, delving deeply into critical literacy issues.

TEACH_ED 326-0 Elementary Math: Methods and Content (1 Unit)

The course provides an overview of mathematical topics taught in elementary and middle school. Course participants learn in small groups and reflect on their own and children's learning. Pedagogical contexts for the mathematical concepts are provided.

TEACH_ED 327-0 Educating Exceptional Children (1 Unit) Students with disabilities, including learning disabilities resulting from human development and/or accidents; understanding and application of approved emergency, educational, and rehabilitative activities; interrelationships with medical, health, and educational personnel.

TEACH_ED 328-0 Dynamics of Middle School Curriculum (1 Unit)

Identifying and understanding the effects of middle school dynamics (principles, structures, and practices) on classroom learning and instruction. Focuses on the development and social problems of fifth through eighth graders.

TEACH_ED 329-0 Cognition and Culture in Teaching and Learning (1 Unit)

This course is an exploration of the theoretical foundations of research on culture and cognition and how to apply these ideas to views of learning and teaching in a variety of settings. Students enrolled in the course can still receive credit if LOC/LRN_SCI 214 has already been taken. This course builds on topics from LRN_SCI 301 with an emphasis on classroom environment.

TEACH_ED 332-0 Assessment of Linguistically Diverse Students (1 Unit)

The Assessment of Linguistically Diverse Students course engages pre-service teacher candidates in learning about a variety of assessment approaches, (including but not limited to standardized, formative, diagnostic, performance-based, etc.) with special attention to how assessment of English-Language Learners has been conceptualized within American historical and contemporary sociopolitical and sociocultural contexts. Issues of legality, bias, non-discriminatory policies, and ethical considerations that must accompany decisions about standards and practices used in the assessment of culturally and linguistically diverse students will be explored. Candidates will be asked to examine policies facing educators of linguistically diverse learners over the last century, and articulate multiple perspectives associated with the issue drawing from course readings and outside research.

TEACH_ED 333-0 Science Content for Teachers (1 Unit) This course utilizes a discussion format with a heavy emphasis on critical thinking and skills based activities. The inquiry/discussion approach will help us delve into the concepts of ecology & earth systems found on the Illinois Licensure Test.

TEACH_ED 334-0 Social Science Content for Teachers (1 Unit) Students will explore ways to select social studies content that is both meaningful and empowering for their students by engaging with texts that critically examine various social studies topics.

TEACH_ED 336-0 Instructional Design & Assessment (1 Unit) Students will gain an overview of various approaches to curriculum design and instructional models, and will investigate several kinds of assessments, including formative and summative, and how those assessments are linked to instructional design, teaching and learning. Opportunities will be given to practice grading, providing good feedback, and managing a class assessment system.

TEACH_ED 338-0 Learning and Teaching with Technology (1 Unit) Theory and practice of designing school environments that integrate new technologies and media. Taught with LRN_SCI 338-0; may not receive credit for both courses.

TEACH_ED 351-0 Special Topics in Teacher Education (1 Unit) Advanced work on special topics.

TEACH_ED 355-0 Methods & Techniques: World Languages (1 Unit)

Analysis of research, teaching methodologies, and literature related to the content area. Focuses on learning experiences, methods, and educational techniques appropriate for elementary, middle school, and high school students. Concurrent registration in TEACH_ED 378-0 or TEACH_ED 379-0 required.

TEACH_ED 356-0 Methods & Techniques: English (1 Unit) Analysis of research, teaching methodologies, and literature related to the content area. Learning experiences, methods, and educational techniques appropriate for high school students.

TEACH_ED 357-0 Methods and Techniques: Secondary Mathematics (1 Unit) See description for MS_ED 456-0.

TEACH_ED 358-0 Methods and Techniques: Science (1 Unit) See description for MS_ED 456-0.

TEACH_ED 359-0 Methods & Techniques: Social Science (1 Unit) See description for MS_ED 456-0.

TEACH_ED 366-0 Middle Grades Methods & Techniques of Teaching: English (1 Unit)

TEACH_ED 367-0 Middle Grades Methods & Techniques of Teaching: Mathematics (1 Unit)

TEACH_ED 368-0 Middle Grades Methods & Techniques of Teaching: Science (1 Unit)

TEACH_ED 369-0 Middle Grades Methods & Techniques of Teaching: Social Sciences (1 Unit)

TEACH_ED 373-0 Topics in High School Math (1 Unit) Content varies.

TEACH_ED 375-0 Theory & Practice of Tchg in Multiling. & Multicult. Contexts: Secondary Math (1 Unit) The Theory & Practice of Teaching in Multilingual and Multicultural Contexts course is strategically designed to support teacher candidates in applying their theoretical understandings and knowledge as they engage in the practices of observing, planning, teaching, assessing learning, and reflecting in the context of their fall practicum school placement. Asset-based pedagogies are central to the course and teacher candidates will be engaged in a variety of experiences that help them learn about their students and school communities (including understanding students' linguistic repertoires). Teacher candidates will continue to develop their understandings of language acquisition, theories of learning, content knowledge development, and effective teaching, as they analyze and explore classroom instruction (through both professional noticing in classrooms and their own teaching). A variety of methods for teaching all students, including multilingual students, (both through ESL and bilingual lenses) will be explored as well as domain-specific methods. Teacher candidates will explore strategies for making content comprehensible for all learners (including language learners) while supporting students and their development in each of the modes of communication (interpersonal, presentational, and interpretive). This course prepares teacher candidates for the transition to full-time student teacher the following quarter.

TEACH_ED 376-0 Theory & Practice of Tchg in Multiling. & Multicult. Contexts: Secondary Science (1 Unit) The Theory & Practice of Teaching in Multilingual and Multicultural Contexts course is strategically designed to support teacher candidates in applying their theoretical understandings and knowledge as they engage in the practices of observing, planning, teaching, assessing learning, and reflecting in the context of their fall practicum school placement. Asset-based pedagogies are central to the course and teacher candidates will be engaged in a variety of experiences that help them learn about their students and school communities (including understanding students' linguistic repertoires). Teacher candidates will continue to develop their

understandings of language acquisition, theories of learning, content knowledge development, and effective teaching, as they analyze and explore classroom instruction (through both professional noticing in classrooms and their own teaching). A variety of methods for teaching all students, including multilingual students, (both through ESL and bilingual lenses) will be explored as well as domain-specific methods. Teacher candidates will explore strategies for making content comprehensible for all learners (including language learners) while supporting students and their development in each of the modes of communication (interpersonal, presentational, and interpretive). This course prepares teacher candidates for the transition to full-time student teacher the following quarter.

TEACH_ED 377-0 Theory & Practice of Teaching in Multiling. & Multicult.

Contexts: Elementary (1 Unit) The Theory & Practice of Teaching in Multilingual and Multicultural Contexts course is strategically designed to support teacher candidates in applying their theoretical understandings and knowledge as they engage in the practices of observing, planning, teaching, assessing learning, and reflecting in the context of their fall practicum school placement. Asset-based pedagogies are central to the course and teacher candidates will be engaged in a variety of experiences that help them learn about their students and school communities (including understanding students' linguistic repertoires). Teacher candidates will continue to develop their understandings of language acquisition, theories of learning, content knowledge development, and effective teaching, as they analyze and explore classroom instruction (through both professional noticing in classrooms and their own teaching). A variety of methods for teaching all students, including multilingual students, (both through ESL and bilingual lenses) will be explored as well as domain-specific methods. Teacher candidates will explore strategies for making content comprehensible for all learners (including language learners) while supporting students and their development in each of the modes of communication (interpersonal, presentational, and interpretive). This course prepares teacher candidates for the transition to full-time student teacher the following quarter.

TEACH_ED 378-0 Theory & Practice of Tchg in Multiling. & Multicult.

Contexts: Sec. Humanities (1 Unit) The Theory & Practice of Teaching in Multilingual and Multicultural Contexts course is strategically designed to support teacher candidates in applying their theoretical understandings and knowledge as they engage in the practices of observing, planning, teaching, assessing learning, and reflecting in the context of their fall practicum school placement. Asset-based pedagogies are central to the course and teacher candidates will be engaged in a variety of experiences that help them learn about their students and school communities (including understanding students' linguistic repertoires). Teacher candidates will continue to develop their understandings of language acquisition, theories of learning, content knowledge development, and effective teaching, as they analyze and explore classroom instruction (through both professional noticing in classrooms and their own teaching). A variety of methods for teaching all students, including multilingual students, (both through ESL and bilingual lenses) will be explored as well as domain-specific methods. Teacher candidates will explore strategies for making content comprehensible for all learners (including language learners) while supporting students and their development in each of the modes of communication (interpersonal, presentational, and interpretive). This course prepares teacher candidates for the transition to full-time student teacher the following quarter.

TEACH_ED 381-0 BSED/BSJ Experiential Learning Community Workshop Series (0 Unit) In their second year, students choose 1 experiential education requirement – either the SESP Practicum, Student Teaching, or Medill Journalism Residency for 4 units of credit. The students

participate in the Community Workshop Series during the year they complete their experiential education requirement.

TEACH_ED 385-0 Student Teaching in Multilingual and Multicultural

Contexts: Secondary Math (4 Units) The Student Teaching Seminar supports teacher candidates in developing skills, practices, and understandings essential for successful professional educators, including the use of theoretical knowledge to inform professional practice and the cultivation of questions rooted in practice to illuminate the meaning of theory. Teacher candidates are guided in the development and implementation of instructional units and lessons that apply a variety of methods and approaches (including ones designed to support linguistically diverse students). Teacher candidates work together and with the support of mentors to consider the selection and evaluation of instructional materials and consider how they can be used, scaffolded, and adapted to meet the needs of students. Further, teacher candidates examine, adapt, and develop a range of classroom assessments to effectively measure content area learning as well as English language development. Based on assessment findings, teacher candidates plan logical next steps for students and consider how to effectively differentiate instruction. The course emphasizes teacher reflection in support of growth. Prerequisite: TEACH_ED 375-0.

TEACH_ED 386-0 Student Teaching in Multilingual and Multicultural

Contexts: Secondary Science (4 Units) The Student Teaching Seminar supports teacher candidates in developing skills, practices, and understandings essential for successful professional educators, including the use of theoretical knowledge to inform professional practice and the cultivation of questions rooted in practice to illuminate the meaning of theory. Teacher candidates are guided in the development and implementation of instructional units and lessons that apply a variety of methods and approaches (including ones designed to support linguistically diverse students). Teacher candidates work together and with the support of mentors to consider the selection and evaluation of instructional materials and consider how they can be used, scaffolded, and adapted to meet the needs of students. Further, teacher candidates examine, adapt, and develop a range of classroom assessments to effectively measure content area learning as well as English language development. Based on assessment findings, teacher candidates plan logical next steps for students and consider how to effectively differentiate instruction. The course emphasizes teacher reflection in support of growth. Prerequisite: TEACH_ED 376-0.

TEACH_ED 387-0 Student Teaching: Elementary (4 Units) The Student Teaching Seminar supports teacher candidates in developing skills, practices, and understandings essential for successful professional educators, including the use of theoretical knowledge to inform professional practice and the cultivation of questions rooted in practice to illuminate the meaning of theory. Teacher candidates are guided in the development and implementation of instructional units and lessons that apply a variety of methods and approaches (including ones designed to support linguistically diverse students). Teacher candidates work together and with the support of mentors to consider the selection and evaluation of instructional materials and consider how they can be used, scaffolded, and adapted to meet the needs of students. Further, teacher candidates examine, adapt, and develop a range of classroom assessments to effectively measure content area learning as well as English language development. Based on assessment findings, teacher candidates plan logical next steps for students and consider how to effectively differentiate instruction. The course emphasizes teacher reflection in support of growth. Prerequisites: TEACH_ED 377-0.

TEACH_ED 388-0 Student Teaching in Multilingual & Multicultural Contexts: Secondary Humanities (4 Units) The Student Teaching

Seminar supports teacher candidates in developing skills, practices, and understandings essential for successful professional educators, including the use of theoretical knowledge to inform professional practice and the cultivation of questions rooted in practice to illuminate the meaning of theory. Teacher candidates are guided in the development and implementation of instructional units and lessons that apply a variety of methods and approaches (including ones designed to support linguistically diverse students). Teacher candidates work together and with the support of mentors to consider the selection and evaluation of instructional materials and consider how they can be used, scaffolded, and adapted to meet the needs of students. Further, teacher candidates examine, adapt, and develop a range of classroom assessments to effectively measure content area learning as well as English language development. Based on assessment findings, teacher candidates plan logical next steps for students and consider how to effectively differentiate instruction. The course emphasizes teacher reflection in support of growth. Prerequisites: TEACH_ED 378-0.