Proposal for Course Revision
SED 4000: ISEP Level III

1. Catalog Description

a. Course number: SED 4000
b. Title: ISEP Level III
c. Meeting times and credit: (arr.-arr.-3)
d. Terms to be offered: Fall and spring
e. Short Title: ISEP III

f. Course description: Final course leading to secondary certification, to be taken in conjunction with student teaching. Integrates educational psychology, instructional methods, special education, and educational foundations. Prerequisites: SED 3100 and departmental methods course(s). Concurrent enrollment with STG 4001 is required. This course is writing-intensive and is delivered on line.

g. Prerequisites: See above.

2. Objectives of the Course

“The Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, Societies, and Technologies.”

In its current format, SED 4000 includes both ASEP coursework and student teaching. The proposed SED 4000 will include only ASEP coursework but will complement STG 4001 (student teaching), to be taken concurrently. The new SED 4000 will follow the basic design of the current ASEP component: students will study principles of educational psychology, instructional methods, special education, and educational foundations, applying these principles to their student teaching experiences and reflecting upon the experiences in light of their studies. In addition, this course is writing-intensive and is delivered on line. The format of the course will meet the needs of student teachers who are placed in schools throughout Illinois, enhance their knowledge of technology, and polish their professional writing ability.

SED 4000 will include the following topics:

- The culture of the contemporary secondary school
- Classroom relationships and learning experiences; instructional tasks
- The teacher’s roles and responsibilities outside the classroom
- Accommodations for students with SLD, ED (BD), and other disabilities
- Collaboration with special education professionals
- Co-teaching and adaptations for students with special needs
- The teacher’s responses to diversity in the schools
- Application of principles of philosophy; reflective professional practice
3. **Outline of the Course**

a. The culture of the contemporary secondary school (1 week)

   Roles and interactions of school personnel

   Student population diversity

   School resources and services

   Student motivation issues

   Classroom management and the school-wide discipline system

   *Assignments: Reading, on-line discussion, interviewing school personnel, researching population characteristics of the school, recommending adaptations to meet diverse needs of the student population.*

b. Classroom relationships and learning experiences (2 weeks)

   Classroom climate and community

   Use of technology

   Instructional design (cooperative learning, individualized/adapted instruction, higher-order questioning)

   Design of assessment/evaluation plans

   Reflection on teaching practices

   *Assignments: Reading, planning and conducting lessons using specified “best practices,” preparing instruction using technology resources, using available technology in the classroom, creating a performance/authentic assessment plan.*

c. The teacher’s roles and responsibilities outside the classroom (2 weeks)

   Assessment of students with special needs

   Communication with students’ families

   Participation in extracurricular activities

   Professional career development

   *Assignments: Reading, on-line discussion, researching a given student’s academic history, assessing his/her learning environment, interviewing the student and the parent or guardian, making recommendations for classroom adaptations, assisting with an extracurricular activity, participating in a mock job interview.*
d. Accommodations for students with disabilities across several levels. (2 weeks)

- Programs at the student teaching site
- General adaptations of instruction
- Accommodations specific to each disability

*Assignments: Reading: on-line discussion; interviewing specialists in SLD, ED, and other categories; implementing general adaptations in the student teacher’s own classroom.*

e. Co-teaching and adaptations of materials for students with special needs (2 weeks)

- Approaches to co-teaching
- Collaboration issues
- Adaptations of lessons and assessments
- Information resources for general educators

*Assignments: Attending seminars conducted by special education professionals, watching a video, researching a specific disability.*

f. Collaboration with special education professionals (2 weeks)

- Sources of information as a basis for instructional decisions
- IEP team roles and responsibilities
- Participation in collaboration

*Assignments: Reading; synthesizing information about a given student, consulting the student’s IEP case manager, and making recommendations for change; attending/participating in an IEP “staffing”; teaching/observing a co-taught class.*

g. The teacher’s responses to diversity in the schools (1 week)

- Acceptance of diversity
- Characteristics of diverse students
- Interaction with diverse students
- Instructional accommodations for diverse students

*Assignments: Reading, tutoring and/or assisting a teacher in a diverse setting, reflecting on the clinical experience.*
h. Application of principles of educational philosophy (3 weeks)

   Philosophy of education as applied to teaching

   Philosophy of education as applied to classroom management

   Assignments: Reading, on-line discussions, writing a capstone paper reflecting on one’s personal philosophy of education as it relates to teaching and classroom management.

Additional course assignments/evaluations:

- A comprehensive portfolio will include materials from SED 2000, SED 3000, SED 3100, and SED 4000: artifacts produced and used along with reflective self-assessment.

- Students will complete reflections and other reports on all assignments. All written assignments will be evaluated using mastery checklists.

- University faculty will do appropriate testing of student knowledge, skills, and dispositions.

- University faculty and cooperating professionals in the schools will complete evaluations of school-based experiences.

Students must pass all of the above assignments and tests in order to earn a grade of credit. They may revise any assignment that does not pass on the first attempt.

4. Implementation

   a. The department has adequate, qualified faculty with school-related experiences, as required by NCATE, to teach the course.

   b. The clinical experiences required by the course will take place at the student teaching site.

   c. Textual resources:


5. Rationale

a. Purpose and need: In its current format, SED 4000 includes both ASEP coursework and student teaching. The proposed course will include only the ASEP component; the course will be taken concurrently with student teaching. This revision will provide for separate administration of ASEP and student teaching, apportioning credit appropriately among faculty and departments involved. Additionally, putting SED 4000 on line will meet the needs of students who are student teaching throughout Illinois; proposed revisions in content will enable the course to comply with new state and national standards for teacher education.

b. Justification and list of prerequisites: In this capstone course, students will apply principles from four disciplines (secondary methods, special education, educational psychology, and philosophy of education) to enhance and reflect upon their student teaching experience. Prerequisites are SED 3100 and the departmental methods course(s). Concurrent enrollment with STG 4001 (Student Teaching) is required.

c. Similarity to existing courses: None

d. This course is required for all secondary certification candidates enrolled in ASEP.

6. Community College Transfer

Not applicable to a 4000-level course.

Date Approved by the Department  1/31/02
Date Approved by the CEPS Curriculum Committee  2/25/02
CAA  3/21/02