

SECONDARY EDUCATION (SCD)

SCD-212: Teaching Literacy in the Content Area (3 Credits)

This course is designed to instruct teacher education candidates in the use of methods and materials in teaching students to strengthen their literacy skills within the various content areas of the middle and secondary school curriculum. Attention to instructional procedures and literacy strategies as well as the diverse needs of students including Multilingual Learners will be part of this course. Technology for teaching and for learning will be explored as it relates to the enhancement of student learning.

SCD-220: Child and Adolescent Development and the Theories of Learning (3 Credits)

In this course, teacher education candidates examine, integrate, evaluate, and apply information on physical, cognitive, emotional and social development of children and adolescents from both multicultural and theoretical perspectives. The major theories and principles of learning and teaching, as well as the relationships among them, are also examined, integrated and applied. Teaching methods, classroom experiences and other aspects of the teaching-learning processes are analyzed and evaluated in relation to the theories, their principles, and current research both in theories and in child development. Expectations and activities planned in this course are geared to application which demonstrates understanding of the theories and understanding of how knowledge of child/adolescent development impacts instruction. Teacher education candidates are introduced to the Rhode Island Professional Teaching Standards (RIPTS) and The International Society for Technology for Education (ISTE) Standards for Educators. Sophomore or higher academic standing is required.

Cross-listed with: EDC-220.

SCD-298: Secondary Field Experience in a Multicultural Society I (1 Credits)

This course affords teacher education candidates the opportunity to acquire mentoring skills in order to assist adolescents in greatest need to develop appropriate academic strategies as well as affective and psychosocial skills. In the process, many candidates realize a commitment to the lifelong pursuit of community service. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester. Secondary Education majors/minors of sophomore or higher academic standing is required.

SCD-299: Secondary Field Experience in a Multicultural Society II (1 Credits)

In this course, teacher education candidates continue to assist secondary educators and diverse secondary students. Candidates learn to analyze demographic and curricular data as they continue to develop intercultural competence. Requirements include weekly seminar participation and a total of 15 hours of tutoring/mentoring per semester. Secondary Education majors/minors of sophomore or higher academic standing is required.

SCD-310: Strategies for Teaching Secondary English Learners (2 Credits)

Pre-requisite(s): SCD-320 and SCD-321 are required.

This course introduces students to the most current approaches to teaching English as a second language at the Secondary level. Drawing on contemporary research, the course will focus on creating optimal learning environments that engage, motivate, and support English learners (ELs) through meaningful and age/level appropriate activities. This hands-on course provides practical strategies and ideas for designing and teaching effective language lessons that integrate reading, writing, listening and speaking.

SCD-320: Curriculum, Instruction and Assessment in the Secondary School I (3 Credits)

Co-requisite(s): SCD-321 is required. Acceptance into the Education Department is required.

This course develops teacher education candidates' proficiency in designing standards-based curriculum and standards-driven instruction. Candidates will learn about, and practice curriculum planning, instructional methodology, and assessment strategies based on current and widely accepted research in these areas. As they design, implement, and assess learning experiences, candidates will model and integrate technology to support instruction and student learning.

SCD-321: Practicum I for Curriculum, Instruction and Assessment in the Secondary School I (1 Credits)

Co-requisite(s): SCD-320 is required.

The clinical experience is linked to SCD-320 and enables teacher education candidates to observe in local classrooms for evidence of the elements of the RIDE lesson plan. Candidates are required to write formal reflections for each observation. Candidates will also engage in and reflect upon initial teaching experiences, employing principles and methodology learned in SCD-320. Requirements include weekly seminar participation and a total of 15 hours of classroom field experience per semester. Acceptance in the Education Department is required.

Course Fee: \$50.00

SCD-322: Practicum II for Curriculum, Instruction and Assessment in Secondary School II (1 Credits)

Co-requisite(s): SCD-323 is required.

This clinical experience is linked to SCD-323: Curriculum, Instruction and Assessment in the Secondary School II. Teacher education candidates will gather and analyze evidence of student learning for the purpose of designing lessons that are responsive to diverse student needs. Candidates will become increasingly proficient in instructional and assessment strategies having a positive impact on student learning. Candidates will engage and reflect upon teaching experiences, employing principles and methodology learned in SCD-323. Requirements include weekly seminar participation and a total of 15 hours of classroom field experience per semester. Acceptance into the Education Department is required.

Course Fee: \$50.00

SCD-323: Curriculum Instruction and Assessment In the Secondary School II (3 Credits)

Pre/Co-requisite(s): SCD-322 is required.

Teacher education candidates will continue to develop and expand upon the knowledge, skills and professional dispositions addressed in SCD-322: Curriculum, Instruction and Assessment in the Secondary School I. Candidates will collect and analyze student work and classroom-based data sources used to inform instructional practice and differentiate instruction. Candidates will develop and demonstrate the ability to design, implement and assess culturally responsive learning experiences that provide all students the opportunity to achieve state and professional standards. Candidates will further develop utilizing technology that support instruction and student learning. Acceptance into the Education Department is required.

SCD-399: Special Topics (1 Credits)

This course offers in-depth study selected from areas of general current interest in the educational field. Permission of department chair is required.

SCD-410: Classroom Management (3 Credits)

Co-requisite(s): SCD-440 is required.

This course will help the teacher education candidate learn how to "create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation" (RIBTS #6). The teacher education candidate will learn strategies to facilitate the creation of a classroom environment conducive to the learning needs of all students with an emphasis on proactive management strategies. Through extensive review and discussion of relevant literature, the course will focus on the need for high expectations, legal and ethical considerations, self-awareness, social and emotional learning and socio-cultural considerations. Candidates will also create a comprehensive classroom environment plan. Classroom field experience is required.

SCD-432: Student Teaching Seminar Capstone (1 Credits)

Co-requisite(s): SCD-441 is required.

This workshop format course will provide materials and mentoring to supplement the student teaching experience and aid the teacher education candidate in job exploration. It will also help candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure. Additionally, this course, in conjunction with SCD-441: Secondary Student Teaching, serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication. Acceptance in the Education Department is required.

SCD-440: Practicum in Secondary Education (3 Credits)

This course provides a 60-hour practicum experience prior to student teaching. Experience in the classroom is critical to the professional development of teachers. The overall goal of this course is to help the student integrate formal course work, educational theory, and the Professional Teaching Standards with real teaching experiences in his or her discipline. The practicum provides an opportunity for the teacher candidate to become familiar with the educator, the students, the classroom environment, and school policies prior to the student teaching experience. Students will apply teaching skills specifically to their content area and develop a unit of study to implement during the student teaching experience. The practicum seminar is a discipline-specific teaching course. This course will also address the candidates' concerns regarding school policies and procedures, lesson planning and classroom management. Acceptance into the Education Department is required.

SCD-441: Secondary Student Teaching (12 Credits)

This 15-week experience is a full-time assignment under the supervision of a clinical educator, a university supervisor from the teacher education candidate's content area, and an education department supervisor. Opportunities are provided for substantial responsibility for the full range of teaching duties on the secondary level. During this time, the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as in individualized conferences with the various supervisors. Candidates will produce a licensure portfolio by the end of the semester and will be interviewed for recommendation for initial licensure. Additionally, this course, in conjunction with SCD-432: Secondary Student Teaching Seminar Capstone, serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication. Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements is required.
Course Fee: \$500.00