SECONDARY EDUCATION BIOLOGY (BS)

The Bachelor of Science program in Secondary Education Biology prepares students to teach 5th through 12th grade in a variety of urban and suburban education settings, including public and private middle schools and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role.

In addition to completing the requirements for licensure in Illinois, and in aligning with a commitment to preparing students with a global mindset, teacher candidates will also complete the requirements to gain a certificate in Teaching and Learning from the International Baccalaureate Organization. The IB Certificate in Teaching and Learning for the Middle Years Program (MYP) and the Diploma Program (DP) provides teacher candidates the background and expertise to teach in an IB school. The IB Certificate in Teaching and Learning expands the opportunities for teacher candidates and training in IB open expands the vision of inquiry and reflective practice.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. As students will be completing requirements to earn the IB Certificate, some hours may be in International Baccalaureate Schools. In addition, the student must spend a minimum of 11 weeks in full-time student teaching in a designated middle or high school.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

NOTE: Secondary Education students now have the option to double major in Secondary Education and Biological Sciences. With the double major, students will graduate with a Bachelor of Science degree with a major in Secondary Education and a major in Biological Sciences. Students should declare Secondary Education as their primary major (see Secondary Education BA/BS for degree requirements) and Biological Sciences (see Biological Sciences BS for degree requirements) as their secondary major. If you have already begun the Secondary Education Biology major and want to switch to the Secondary Education Major and Biological Sciences double major, you should contact your academic advisor because the double major may require additional coursework. Students who pursue the Bachelor of Science degree with a major in Secondary Education Biology do not have the option to double major in Biological Sciences.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Science-Biology (grades 5-12), an Illinois State Board of Education (ISBE) approved program. Graduates who earn an initial Professional Educator License in grades 9-12 may also qualify for a subsequent endorsement (https://catalog.depaul.edu/colleges-schools/education/endorsements/graduate-endorsements/subsequent-license/) for grades 5-8.

Program Requirements	Quarter Hours
Liberal Studies Requirements	76
Major Requirements	132
Total hours required	**208**

Learning Outcomes

Students will be able to:

- Teacher Candidate will use knowledge of adolescent learners to create safe, equitable, meaningful, and healthy learning environments and collaborative classrooms.
- Teacher Candidate will demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.
- Teacher Candidate will plan and deliver differentiated, engaging, and equitable instruction that builds on students' assets and demonstrates knowledge of adolescent learners and content.
- Teacher Candidate will create and implement research-informed and meaningful assessments that inform instruction and enable students to demonstrate learning.
- Teacher Candidate will exhibit professionalism and self-awareness, pursue professional growth, develop reciprocal relationships, and advocate for adolescent learners, their families, and communities.

College Core Requirements

Dispositions

The College of Education expects its students to demonstrate the following dispositions and competencies across coursework, field experiences, clinical placements, and professional interactions. These competencies reflect professional, ethical, and inclusive practice aligned with state licensure requirements, accreditation standards, and our Vincentian mission to prepare effective and socially responsible professionals. We recognize that some concepts can be interpreted subjectively and have at times disproportionately impacted marginalized communities. Accordingly, our dispositions are applied with attention to equity, transparency, and cultural responsiveness. Faculty, staff, and students are encouraged to consult the standards of relevant professional organizations and accrediting bodies for specific expectations within their fields and engage in ongoing dialogue about these dispositions to raise questions, address concerns, and ensure fair and equitable implementation.

Justice and Ethical Responsibility

Student acts with integrity, ensuring their decisions and actions promote justice in all academic and professional standards.

Measures:

- Follows all ethical, legal, and professional standards, including confidentiality and mandated reporting requirements.
- Demonstrates accountability in academic and professional decisions and actions.
- Advocates for and enacts equitable and just practices that protect the dignity, safety, and well-being of others.

Diversity and Cultural Responsiveness

Student respects diverse identities, cultures, and experiences to foster equitable and inclusive interactions in all learning and professional settings.

Measures:

- Reflects on personal values, biases, and assumptions.
- Adapts learning and practice to meet the needs of diverse individuals and communities.
- Promotes respect and equity in interactions across classroom and professional settings.

Leadership and Professional Growth

Student takes ownership of their learning and professional growth and applies knowledge thoughtfully to address challenges, improve practice, and support positive learning and professional environments.

Measures:

- Seeks opportunities to advance knowledge, skills, and professional growth.
- Reflects on experiences and feedback to improve and innovate practice.
- Applies knowledge and skills to solve problems or to improve outcomes in academic, professional, and field settings.

Collaboration and Professional Relationships

Student builds positive relationships and collaborates effectively in all academic and professional settings.

Measures:

- Communicates respectfully and professionally with peers, staff, faculty, supervisors, and community partners.
- Incorporates feedback to improve collaborative work and interactions.
- Maintains interpersonal and professional boundaries.

Professionalism and Communication

Student models professionalism by engaging responsibly and communicating respectfully within all learning and professional contexts, recognizing that professional norms may vary across cultural, community, and institutional contexts.

Measures:

- Demonstrates professional behavior, including preparedness, punctuality, and attire and language.
- Communicates clearly, respectfully, and effectively in verbal, nonverbal, and written forms.
- Follows guidelines, policies, and procedures in classrooms, professional, and field settings.

Skill Building Courses

Upon admission, students must take the DePaul placement tests to determine if their skills are at the college level for math and writing. If placement indicates students need to build additional skills in these areas, the courses must be completed before taking higher level courses, ideally in the first year at DePaul. Students must consult with their advisor regarding placement test results and any required classes.

Modern Language Requirement

Students pursuing a Bachelor of Arts degree in the College of Education are required to demonstrate a measure of competence in a modern language, as defined by the college.

Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language
- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination
- credit awarded for the Seal of Biliteracy

Please note: Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement. Modern Languages courses with an E-designation are taught in English and may not be applied to the Language for Liberal Studies Option.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the Language for Liberal Studies Option (https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-program-guidelines/language-for-liberal-studies-option/) of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the Language for Liberal Studies Option is available to them for language study at any level.

Teacher Preparation

Field Experience

Each student pursuing#licensure#in the College of Education must complete structured Field Experiences in schools and sites aligned

with their area of licensure in conjunction with designated education courses. Field Experience hours must be completed across a variety of settings and grade levels, include work with diverse student populations, and involve experiences in special education settings. Field Experiences must be completed during the quarter in which the course is taken and align with the completion of required course assignments. In addition to the requirements above, students must complete the minimum total Field Experience hours required by their program to be eligible for Student Teaching. All hours must be submitted by the student and approved by faculty in the Field Experience Hours Log upon completion each quarter and verified by the Field Experience & Student Teaching Office before final approval for Student Teaching.

Student Teaching Requirements

Student Teaching is the culminating course for teacher candidates. It is an onsite experience in classrooms. The course requires candidates to be in schools and sites full-time. As the culmination of their teacher preparation program, it requires candidates to demonstrate their preparedness to teach, including reflecting the skills and sensibilities set out by the various professional organizations and the Illinois State Board of Education (ISBE). A capstone course is required in the same quarter as student teaching.

All students in teacher preparation programs must meet the following requirements prior to enrollment in Student Teaching and the capstone course:

Academic & Clinical Requirements

- Complete all courses required for the degree (including Liberal Studies, Learning Domains, major coursework, concentration/content area courses, minors, and electives)
- Complete all program-required Field Experience hours
- Achieve a minimum overall cumulative GPA of 2.50
- Meet all other program requirements (e.g., modern language requirement, residency requirement, OPI test)
- Attempt the required Illinois licensure content area test in the primary licensure area and grade level*
- Demonstrate satisfactory professional dispositions

**Secondary Education students placed in a middle grades classroom for Student Teaching must pass the middle grades content-area exam prior to Student Teaching and attempt the secondary content-area exam. Both exams must be passed to be eligible for licensure.*

Student Teaching Preparation and Deadlines

- Attend a Mandatory Student Teaching Informational Session approximately 2-3 quarters prior to expected quarter of Student Teaching
- Meet with an Academic Advisor to confirm academic eligibility and timeline
- Submit Student Teaching Application after meeting with an Academic Advisor, approximately 2-3 quarters prior to Student Teaching; application includes site preferences, resume, unofficial transcripts, FERPA release form, and writing sample
- Submit and complete any additional placement school/district application materials and/or clearance requirements by the noted deadlines
- Meet all academic requirements and professional disposition expectations by the quarter preceding Student Teaching, and continue to meet them through that quarter
- Attempt content area test(s) no later than 2 months prior to student teaching start date
- Attend Student Teaching Orientation in the weeks prior to the start of the Student Teaching experience

Students are expected to meet all stated requirements, procedures, and associated deadlines related to their Student Teaching placement. An eligibility review will be conducted approximately one month prior to the start of Student Teaching to confirm that all requirements and timelines have been satisfied. Failure to comply with these expectations within the established timelines may result in removal from the current placement or Student Teaching deferral to a future quarter. In cases where these expectations are not met, the Field Experience & Student Teaching Office may determine that continuation in the current placement is not appropriate. Decisions will be made at the discretion of the Field Experience & Student Teaching Office, following review of relevant information and, when feasible, communication with the student regarding the deficiency. The Field Experience & Student Teaching Office reserves the right to reassign or remove a student from their placement, considering the specific situation and any documented efforts to comply with requirements.

If a student or the program determines that the student will not complete Student Teaching but intends to finish the degree, the student must consult with the Program Director or Department Chair to identify appropriate substitute coursework. Approval of substitution courses is at the discretion of the Program Director or Department Chair, and such coursework will be equivalent in credit hours to the Student Teaching requirement. Completion of the capstone course remains mandatory as a university requirement. In these cases, a notation will be added to the student's transcript stating: "Completion of degree requirements did not lead to eligibility for licensure."

Licensure

Requirements for licensure include completion of a full educator preparation program, all licensure content tests (including OPI for world language endorsements), and an awarded bachelor's degree. Student teaching must be passed with a minimum grade of B- or higher and the capstone course with a minimum grade of C or higher.

Upon finishing all requirements, DePaul sends notifications to ISBE to verify completion of requirements. Then students must submit an application in the ISBE system (ELIS). Application requirements include an application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change at the discretion of ISBE.

Individuals seeking subsequent (additional) endorsements after applying for licensure must contact a College of Education Licensure Officer to determine next steps. Additional courses, tests, and fees may be required as per ISBE requirements.

Licensure Tests

All individuals pursuing a Professional Educator License (PEL) issued by the Illinois State Board of Education (ISBE) are required to pass a content area exam specific to their primary teaching area. Students

wishing to add endorsements to their license will also be required to pass any additional content area exams in the desired endorsement area. The Academic Success Center can provide tutoring, workshops, online resources, and practice tests.

Endorsements

An endorsement is a credential on a Professional Educator License (PEL) that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when they began the program.

Teacher Performance Assessment

A Teacher Performance Assessment (TPA) is a subject-specific, performance-based assessment for teacher candidates designed to demonstrate their ability to plan, teach, assess, and reflect on instruction. A TPA is designed to measure an educator's knowledge, skills, and preparedness in a real-world teaching context. A teacher performance assessment requirement for Illinois licensure is waived until September 1, 2029. Illinois will develop and pilot a state-developed teacher performance assessment between 2026 and 2029 (see Public Act 104-0128.) (https://ilga.gov/Documents/Legislation/PublicActs/104/PDF/104-0128.pdf)

Beginning in the 2026-2027 academic year, the College of Education may participate in the ISBE pilot program for a new Illinois Teacher Performance Assessment (ILTPA). If the college participates, the ILTPA will be required as part of the Student Teaching course. Additional information about pilot requirements and procedures will be provided to Student Teaching instructors and students when it is received from ISBE.

The new Illinois TPA may require a fee to complete. In addition, candidates may be required to earn a minimum passing score in order to successfully complete the assessment and be eligible for licensure.

Non-Licensure Programs: Exercise Science

Field Experience & Observations

Each Exercise Science student in the College of Education must complete structured Field Experiences & Site Observations in sites aligned with their concentration in conjunction with designated KNES courses. Field Experience hours must be completed across a variety of settings and include work with diverse populations. Field Experiences must be completed during the quarter in which the course is taken and align with the completion of required course assignments. In addition to the requirements above, students must complete the minimum total Field Experience hours required by their program to be eligible for their internships. All hours must be submitted by the student and approved by faculty in the Field Experience Hours Log upon completion each quarter and verified by the Field Experience & Student Teaching Office before final approval for internship.

Internship Requirements

Internship is the culminating course for Exercise Science students. It is an onsite experience. The course requires candidates to be in sites full-time. As the culmination of their program, it requires candidates to demonstrate their Exercise Science knowledge, including reflecting the skills and sensibilities set out by the program. A capstone course is required in the same quarter as the internship.

All students in internship programs must meet the following requirements prior to enrollment in internship and the capstone course:

Academic & Clinical Requirements

- Complete all courses required for the degree (including Liberal Studies, Learning Domains, major coursework, concentration/content area courses, minors, and electives)
- Complete all program-required Field Experience hours
- Achieve a minimum overall cumulative GPA of 2.50
- Meet all other program requirements (e.g., modern language requirement, residency requirement)
- Demonstrate satisfactory professional dispositions

Internship Preparation and Deadlines

- Attend a Mandatory Internship Informational Session approximately 2-3 quarters prior to expected quarter of internship
- Meet with an Academic Advisor to confirm academic eligibility and timeline
- Submit Internship Application after meeting with an Academic Advisor, approximately 2-3 quarters prior to Internship.
- Submit and complete any additional placement application materials and/or clearance requirements by the noted deadlines
- Meet all academic requirements and professional disposition expectations one quarter by the quarter preceding Internship, and continue to meet them through that quarter
- Attend Internship Orientation in the weeks prior to the start of the internship experience

Students are expected to meet all stated requirements, procedures, and associated deadlines related to their Internship placement. An eligibility review will be conducted approximately one month prior to the start of the internship to confirm that all requirements and timelines have been satisfied. Failure to comply with these expectations within the established timelines may result in removal from the current placement or Internship deferral to a future quarter. In cases where these expectations are not met, the Field Experience & Student Teaching Office may determine that continuation in the current placement is not appropriate. Decisions will be made at the discretion of the Field Experience & Student Teaching Office, following review of relevant information and, when feasible, communication with the student regarding the deficiency. The Field Experience & Student Teaching Office reserves the right to reassign or remove a student from their placement, considering the specific situation and any documented efforts to comply with the requirements.

If a student or the program determines that the student will not complete Internship but intends to finish the degree, the student must consult with the Program Director or Department Chair to identify appropriate substitute coursework. Approval of substitution courses is at the discretion of the Program Director or Department Chair, and such coursework will be equivalent in credit hours to the Internship requirement. Completion of the capstone course remains mandatory as a university requirement.

Degree Conferral & Graduation

The awarding of a degree is not automatic. The student must submit an application to be considered for the degree. The university awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is the student's responsibility to initiate the degree conferral process by submitting an online application. Submitting an application indicates the student's intent to complete all degree requirements by the end of the term for which the application is submitted.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Students must submit a graduation application for the quarter that corresponds with term in which Student Teaching is completed.

Once the application has been submitted, the student may not register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connect. Select "Advising, Progress & Graduation," then "Apply for Graduation." The on-screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. To participate, the student must first apply for degree conferral for the current academic year and then submit a cap and gown order.

Eligibility for the June Commencement ceremony is limited to students who complete the entirety of their program requirements, including student teaching, within the same academic year (prior to the ceremony). Students scheduled to complete student teaching in the fall quarter immediately following the ceremony may be granted special consideration to participate and graduate with their cohort, subject to program approval.

Additional information about degree conferral and graduation can be found on the Commencement website at https://resources.depaul.edu/commencement/Pages/default.aspx

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the Academic Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I [1]	4
WRD 104	COMPOSITION AND RHETORIC II [1]	4
Quantitative Reasoning		
MAT 120	QUANTITATIVE REASONING [2]	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours		
Senior Year		
Capstone		
Requirement to be met in major.		

1 Students must earn a C- or better in this course.

2 Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Learning Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the Scientific Inquiry Learning Domain. The MAT 120 requirement may be waived by passing a dedicated proficiency exam or it may be fulfilled by credit for advanced math coursework earned in-residence at DePaul (MAT 135, MAT 136, MAT 147, MAT 148, MAT 149, MAT 150, MAT 151, MAT 152 MAT 155, MAT 156, or equivalent) or earned externally either as transfer credit from another college/university or as test credit through AP, CLEP, IB, or International A and A/S Level exams. Calculus course(s) may be used to fulfill any of the three QR/MCD requirements.

3 This must be taken with student teaching. Students must earn a C or better in this course.

Learning Domains

Arts and Literature (AL) (https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/arts-and-literature/)

- 3 Courses Required

Historical Inquiry (HI) (https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/historical-inquiry/)

- 2 Courses Required
  (Note: One must be US History.)

Math and Computing (MC) (https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/math-and-computing/)

- Not Required

Philosophical Inquiry (PI) (https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/philosophical-inquiry/)

- 2 Courses Required
  - LSE 380
  - 1 Additional Course
    (Note: PHL 100 recommended)

Religious Dimensions (RD) (https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/religious-dimensions/)

- 2 Courses Required

Scientific Inquiry (SI) (https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/scientific-inquiry/)

- 1 SWK Course Required
  (Note: This must be in Biology.)

Social, Cultural, and Behavioral Inquiry (SCBI) (https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/social-cultural-and-behavioral-inquiry/)

- 3 Courses Required
  - PSC 120
  - SCU 207
  - 1 Additional Course

Notes

Specified required courses within Liberal Studies may have grade minimums (e.g. C- or better). Please consult your advisor or your college and major requirements.

Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements. If students double major, LSP Domain courses may double count for both LSP credit and the second major.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

Major Requirements

Course Requirements

Content Area Courses

Biology Core: 28 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
BIO 191	GENERAL BIOLOGY I FOR SCIENCE MAJORS	4
BIO 192	GENERAL BIOLOGY II FOR SCIENCE MAJORS	4
BIO 193	GENERAL BIOLOGY III FOR SCIENCE MAJORS	4
BIO 250	CELL BIOLOGY	4
BIO 260	GENETICS	4
Select one of the following:		4
BIO 215	ECOLOGY	
BIO 235	EVOLUTION	
Select one of the following:		4
BIO 307	ANIMAL PHYSIOLOGY	
BIO 308	HUMAN PHYSIOLOGY	
BIO 309	PLANT PHYSIOLOGY	

Biology Electives: 12 quarter hours required, grade of C or better required

Biology electives cannot include courses designated as scientific inquiry. A minimum of 2 lab courses are required.

Course	Title	Quarter Hours
Select one BIO elective course		4
Select one BIO elective course with lab		4
Select one BIO elective course with lab		4

Mathematics Core: 8 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
Select one of the following:		4-6
MAT 130	FUNCTIONS AND MATHEMATICAL MODELS	
MAT 147	CALCULUS WITH INTEGRATED PRECALCULUS I	
MAT 150	CALCULUS I	
Select one of the following:		4-6
MAT 131	PRECALCULUS AND TRIGONOMETRY	
MAT 148	CALCULUS WITH INTEGRATED PRECALCULUS II	
MAT 151	CALCULUS II	

General Chemistry Core: 12 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
CHE 130 & CHE 131	GENERAL CHEMISTRY I and GENERAL CHEMISTRY I LABORATORY	4
CHE 132 & CHE 133	GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II	4
CHE 134 & CHE 135	GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III	4

Organic Chemistry or Physics Series Core: 12 quarter hours required, grade of C- or better required

Course	Title	Quarter Hours
CHE 230 & CHE 231	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
or PHY 150	GENERAL PHYSICS I	
CHE 232 & CHE 233	ORGANIC CHEMISTRY II and ORGANIC CHEMISTRY LABORATORY II	4
or PHY 151	GENERAL PHYSICS II	
CHE 234 & CHE 235	ORGANIC CHEMISTRY III and ORGANIC CHEMISTRY LABORATORY III	4
or PHY 152	GENERAL PHYSICS III	

Introductory Courses: 21 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
TCH 380	THE TEACHER AS PROFESSIONAL	4
TCH 302	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 300		1

TCH 314	THE NATURE OF SCIENCE	4
TCH 324	INQUIRY & APPLICATION IN DEVELOPING SCIENCE PEDAGOGY	4
TCH 303	CONCEPTIONS OF HEALTHY ADOLESCENCE	4

Advanced Courses: 27 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4
TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 374	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 370	MIDDLE GRADE AND SECONDARY EDUCATION FIELD EXPERIENCE 2	1
TCH 385	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 386	MIDDLE GRADE AND SECONDARY EDUCATION FIELD EXPERIENCE 3	2
TCH 395	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

Student Teaching: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

Course	Title	Quarter Hours
TCH 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION	2
TCH 392	MIDDLE GRADES AND SECONDARY STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)	0

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Secondary Education Biology majors must complete the following tests:

- Science: Biology Content Area Test (test #105) – assesses knowledge of both biological science and physical science. Test is required before Student Teaching (deadlines apply).
- EdTPA - assessment conducted during the student teaching experience including video clips of instruction, lesson plans, student work samples, analysis of student learning and reflective commentaries. Students will submit an electronic portfolio to an outside agency for independent evaluation and a fee will be imposed by that agency as part of the assessment.