

SECONDARY EDUCATION (MED)

Earn a degree and certification to teach at the high school level at Loyola, a longtime partner of Chicago-area schools.

As a high school teacher, you will have the opportunity to support and influence students at a critical, formative time in their life. Here at Loyola, earn a master's degree through an immersive curriculum that places you directly in Chicago's classrooms, learning from other teachers and making a difference for students right away.

CURRICULUM

Accredited by the Council for the Accreditation of Educator Preparation (CAEP (<http://caepnet.org/>)) and by the Illinois State Board of Education (ISBE (<https://www.isbe.net/>)), Loyola's MEd in secondary education requires 37 semester hours. Upon successful completion of the program, candidates are eligible for an Illinois Professional Educator License with endorsements in their specific major grades 9–12, and an English-as-a-Second Language (ESL) teacher.

Code	Title	Hours
TLSC 401	Language, Learning & Development Theories in Practice	2
TLSC 403	Teaching for Social Justice and Equity	3
TLSC 404	Constructive Learning Environments for Diverse Students	3
TLSC 406	Educational Policy for Diverse Students	3
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
TLSC 443	Adolescent Literacy Instruction	3
TLSC 455	Secondary Content Mthds: Currcm, Instrctn & Assmt Secondary Content Areas	6
TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3
TLSC 470A	Student Teaching for Change	4
TLSC 470B	Student Teaching for Change	4
TLSC 480	Teaching for Change Field Seminar	1
Total Hours		37

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Summer		
TLSC 401	Language, Learning & Development Theories in Practice	2
TLSC 403	Teaching for Social Justice and Equity	3

TLSC 404	Constructive Learning Environments for Diverse Students	3
TLSC 406	Educational Policy for Diverse Students	3
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
TLSC 480	Teaching for Change Field Seminar	1
Hours		15
Fall		
TLSC 443	Adolescent Literacy Instruction	3
TLSC 455	Secondary Content Mthds: Currcm, Instrctn & Assmt Secondary Content Areas	6
Hours		9
Spring		
TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3
TLSC 470A	Student Teaching for Change	4
Hours		9
Year 2		
Summer		
TLSC 470B	Student Teaching for Change	4
Hours		4
Total Hours		37

Length of Program

Candidates complete the program in one year (Summer, Fall, Spring, and Summer). This is a full-time, field-based program. Students have five years from acceptance to complete the program.

Licensure Requirements

Candidates must meet all Licensure Requirements (<https://www.luc.edu/education/academics/illinoisstatelicensure/>) including the Educational Teacher Performance Assessment (edTPA), which demonstrates expertise in content areas and pedagogy, as well as a reflection on classroom and clinical experiences.

Continuous Enrollments

Master's students in Secondary Education are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

This program follows a cohort model, enrolling a group of students who attend all of the required courses leading to a degree together. In this model, students benefit from networking and building professional relationships with one another during the course of their program. Once a cohort is formed, the students remain together for the duration of their program. The development of the cohort is contingent upon reaching the required numbers of enrolled students.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and

Regulations (<https://catalog.luc.edu/academic-standards-regulations/graduate-professional/>) under their school. Any additional University Policies supercede school policies.

LEARNING OUTCOMES

1. Apply learning theories and research-based instructional practices to plan for and reflect on classroom decisions.
2. Learn how to collect and analyze data in equitable ways to inform teaching and learning effectiveness.
3. Become proficient in culturally sustaining teaching and leading pedagogies towards meeting the needs of a diverse student population, including emergent multilingual students.
4. Effectively engage in communication with families, communities, and other stakeholders to support students' overall well-being.
5. Harness the power of consistent, purposeful reflection on their knowledge, practice, and dispositions in an effort to promote continuous growth as an educator