

SUBSEQUENT TEACHING ENDORSEMENT

The State Board of Education authorizes higher education institutions with approved teacher preparation programs to offer subsequent teaching endorsement programs. Under the rules for licensure and assignment of educational staff, subsequent teaching endorsements are earned through passage of all relevant tests and completion of either a full or "focused" licensure program offered by an institution of higher education. Please note that the Illinois State Board of Education (ISBE) may change the State licensure and endorsement requirements at any time and without prior notice.

DePaul offers subsequent teaching endorsement programs in the following areas of teacher education:

- Early Childhood Education (online)
- Elementary Education
- Middle Grades Education
- Secondary Education (English, Math, Science, History, Social Science, Visual Arts)
- World Languages Education (K-12)
- Special Education (LBS1)

Each institution is expected to provide candidates with information about how to apply for such an endorsement program and how, in the case of focused programs, the institution will determine what prior coursework and experience can be counted toward the requirements for the subsequent teaching endorsement. Candidates who complete a full or focused subsequent teaching endorsement program will be recommended for the endorsement by entitlement. The following is a summary of the policies on focused programs at DePaul University.

General Policies

- These are endorsement-only programs and do not lead to a degree. However, degree options are available, and candidates could subsequently apply to the appropriate degree program.
- All courses must be taken at DePaul; no transfer credit is allowed.
- General education courses and additional tests may be required as dictated by licensure requirements.
- Accepted candidates are admitted to the T&L or SER subsequent teaching endorsement program and upon admission have advanced standing (no additional requirements for admission to the Unit).
- Accepted candidates will initially meet with a program faculty member, and subsequently with a College of Education advisor, who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the teaching endorsement desired and that meets the minimum requirements (as outlined below).
- These focused programs are subject to change during the course of the program. If assessments of the candidate's performance suggest that the program plan should have additional requirements, the program will be modified accordingly.
- Accepted candidates will be required to complete student teaching at the grade level and/or content area in which the teaching endorsement is sought OR complete an intensive internship that will include extended contact hours with students at the grade

level in which the license is sought and will include a demonstration of teaching proficiency at this grade level. The candidate's faculty advisor will determine the nature of the internship.

Admission Requirements

If you hold a valid teaching license in the state of Illinois, you may enroll in a program designed to help you obtain a subsequent license in the following areas: early childhood education, elementary education, secondary education, world languages education, and special education.

In order to be considered for admission for a Subsequent Teaching Endorsement, you must hold bachelor's degree from an accredited college or university and hold a valid teaching license. To apply, please submit a completed application as specified by the admission requirements for the teaching and learning program or the special education for licensed teachers program. In addition to the standard application materials, you must also submit a valid Illinois teaching license and a letter from your school principal providing evidence of prior teaching experience and teaching performance. (If you are currently not employed as a teacher, then other evidence of prior teaching experience must be provided.)

In addition to the standard requirements for admission to graduate programs, candidates must submit:

- Valid Illinois teaching license
- A letter from candidate's School Principal giving evidence of prior teaching experience and teaching performance (If the candidate is currently not employed as a teacher, then other evidence of prior teaching experience must be provided).

Subsequent Teaching Endorsement Requirements for the Following Programs are Provided Below

- Early Childhood Education (online)
- Elementary Education
- Secondary Education (English, Math, Science, History, Social Science, Visual Arts)
- World Languages Education (K-12)
- Special Education (LBS1)

Besides meeting the following requirements, each program completer is expected to demonstrate the appropriate professional dispositions. A list of those dispositions are provided below.

Subsequent Teaching Endorsement Requirements for Early Childhood Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Based on evaluation results; students will complete a minimum of 6 courses. The following list is an example of possible courses:

Course	Title	Quarter Hours
Select one of the following Social and Cultural Foundations courses:		4
SCG 408	EDUCATION AND SOCIETY	4
SCG 409	SOCIOLOGY OF EDUCATION	4
SCG 411	PHILOSOPHY OF EDUCATION	4
T&L 431	EARLY LANGUAGE AND LITERACY DEVELOPMENT	4
Select one of the following options:		6
T&L 411 & T&L 481	ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS and INTERNSHIP IN PRESCHOOL SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE)	
Or a 4 qh Practicum and one internship experience course (6 qh total)		
Select one of the following options:		6
T&L 432 & T&L 482	EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8) and INTERNSHIP IN PRIMARY SETTING (35 CLOCK HOURS OF SUPERVISED EXPERIENCE)	
Or a 4 qh Practicum and one internship experience course (6 qh total)		
Select one of the following:		4
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	4
T&L 410	CHILDREN'S LITERATURE AND FAMILY LITERACY	4
T&L 420	MATH AND SCIENCE IN EARLY CHILDHOOD	4
T&L 421	CHILD AND FAMILY IN THE URBAN COMMUNITY	4
T&L 423	FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD	4
T&L 427	YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS	4

Student Teaching or Internship Requirements (to Be Determined by Faculty Advisor)

- 12 weeks of student teaching in early childhood education (T&L 595) or 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

Licensure Requirements

- Early Childhood Content Area Test

Subsequent Teaching Endorsement Requirements for Elementary Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the

candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Based on evaluation results; students will complete a minimum of 6 courses. The following list is an example of possible courses:

Course	Title	Quarter Hours
Select one of the following Social and Cultural Foundations courses:		4
BBE 402	MULTILINGUAL PROGRAMMING IN SCHOOLS AND COMMUNITIES	4
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	4
BBE 474	READING AND ELLS	4
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
SCG 408	EDUCATION AND SOCIETY (Social and Cultural Foundations)	4
SCG 409	SOCIOLOGY OF EDUCATION	4
SCG 411	PHILOSOPHY OF EDUCATION	4
SER 430	INTRODUCTION TO READING ASSESSMENT	4
SER 431	FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I	4
SER 433	ASSESSMENT AND DIAGNOSTIC TEACHING OF READING	4
T&L 412	EMERGING READING AND LANGUAGE ARTS	4
T&L 413	READING/LANGUAGE ARTS IN THE INTERMEDIATE GRADES	4
T&L 415	TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE	4
T&L 416	TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS	4
T&L 419	CURRICULUM AND STRATEGIES: SOCIAL STUDIES	4
T&L 422	CLASSROOM ASSESSMENT	4

Student Teaching or Internship Requirements (to Be Determined by Faculty Advisor)

- 10 weeks of student teaching in elementary education (T&L 585) or 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

Licensure Requirements

- Elementary Education Content Area Test

Subsequent Teacher Endorsement Requirements for Middle Grades Education

The Illinois State Board of Education requires 27 quarter hours (18 semester hours) in a content area including a content-area methods courses for licensure to teach in the middle grades (5-8).

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Based on evaluation results, students will complete one of the following possible content-area methods courses:

Course	Title	Quarter Hours
English		
TCH 471	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 481	TEACHING ENGLISH IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
Math		
TCH 473	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 483	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
Science		
TCH 474	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 484	TEACHING THE SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
History/Social Science		
TCH 472	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 482	TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
Visual Arts		
TCH 465	ART AND PEDAGOGY	4
TCH 466	TEACHER AS ARTIST	4

Content Area Requirements

A minimum of 27-quarter (18 semester) hours is required for each subject area the candidate intends to teach. A program faculty member will evaluate and identify deficiencies in the content area. Middle Grades content area deficiencies may be taken at the undergraduate level.

Content area requirements area as follows:

- Six content courses:
 - Language Arts
 - Introduction to Literature Course or a Survey of Literature Course
 - Poetry course
 - Grammar or Linguistics course
 - Young adult, graphic novel, or advisor-approved course
 - Diverse traditions or multicultural literature course
 - Writing course
 - Mathematics
 - Introduction to Mathematics Reasoning course
 - Geometry course

- History of math course
- Probability and statistics course
- Calculus course
- Math modeling, Programming language, or advisor-approved course
- Science
 - General biology (life science) course
 - General chemistry (physical science) course
 - General Earth science (Earth/space science) course
 - General environmental science (Earth/space science) course
 - General physics (physical science) course
 - Science course (advisor-approved)
- Social Science
 - History course
 - Geography course
 - Civics/government course
 - Economics course
 - Social Science course (advisor-approved)
 - Social Science course (advisor-approved)

Students who are interested in completing an endorsement in a content area other than English, Math, Science, or Social Science should meet with a program faculty member to identify the viability of completing that endorsement.

Licensure Requirements

- The Middle Grades Content Area Tests (e.g., English, Math, Science, and Social Science) for the content area for which you will be endorsed to teach.

Subsequent Teaching Endorsement Requirements for Secondary Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired.

Content Area Requirements

The Illinois State Board of Education requires a minimum of 27 quarter hours (18 semester hours) in the subject area the candidate intends to teach. Deficiencies in the content area will be evaluated by program faculty. Secondary content area deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements above.

Licensure Requirements

- English, Math, Science, Social Science or Visual Arts Content Area Test

Subsequent Teaching Endorsement Requirements for World Language Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who

will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Based on evaluation results; students will complete a minimum of 6 courses. The following list is an example of possible courses:

Course	Title	Quarter Hours
Select one of the following Social and Cultural Foundations courses:		
BBE 560	SECOND, WORLD AND HERITAGE LANGUAGE ACQUISITION	4
BBE 570	LANGUAGE, LITERACIES AND CULTURES	4
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	4
BBE 476	BILITERACY PRACTICES: SECONDARY/ ADULT	4
BBE 402	MULTILINGUAL PROGRAMMING IN SCHOOLS AND COMMUNITIES	4
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	4
Graduate level content courses in the world language to be taught		
SCG 408	EDUCATION AND SOCIETY	4
SCG 409	SOCIOLOGY OF EDUCATION	4
SCG 411	PHILOSOPHY OF EDUCATION	4
T&L 421	CHILD AND FAMILY IN THE URBAN COMMUNITY	4
T&L 449	STANDARD AND CONTENT-BASED METHODS OF TEACHING WORLD LANGUAGES K-12	4
T&L 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

Content Area Requirements

A minimum of 32 semester hours (48 quarter hours) is required in the world language the candidate intends to teach. Deficiencies in the content area will be evaluated by program faculty. World language content area deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements below:

Student Teaching or Internship Requirements (to Be Determined by Faculty Advisor)

- 10 weeks of student teaching in world language education (T&L 592) or 1 candidate-specific internship, as defined by faculty advisor (T&L 615)

Licensure Requirements

- ACTFL Oral Language Proficiency Interview Or DePaul Oral Language Proficiency Exam (Spanish only)
- Foreign Language Content Area Test

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for

all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions.
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Subsequent Teaching Endorsement Requirements for Special Education (LBS1)

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the endorsement desired and that meets the following minimum requirements:

Course Requirements

Course	Title	Quarter Hours
SER 402	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4
SER 403	CLASSROOM AND BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION	4
SER 405	TEACHING LITERACY TO EXCEPTIONAL LEARNERS	4
SER 409	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES	4
SER 410	TEACHING MATHEMATICS TO EXCEPTIONAL LEARNERS	4
SER 421	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4
SER 440	SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION	4
SER 457	SEMINAR AND RESEARCH IN SPECIAL EDUCATION	4

Practicum Requirements

Course	Title	Quarter Hours
SER 552	PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES	4
SER 553	PRACTICUM EXPERIENCE WITH LOW INCIDENCE DISABILITIES	4

Licensure Requirements

- Learning Behavior Specialist I (test #290) – assesses knowledge of the following areas: understanding students with disabilities, assessing students and developing individualized programs, supporting development and learning, working in a collaborative learning community, and foundations and professional practice.

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Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality