ELEMENTARY EDUCATION (BS)

The Bachelor of Science program in Elementary Education prepares students to teach 1st through 6th grade in a variety of urban and suburban education settings, including public and private elementary 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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 155-170 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. In addition, the student must spend a minimum of 11 weeks in full-time student teaching.

Along with general elementary education courses, EE majors are required to complete a minor at the university.

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

Licensure

Illinois Professional Educator License with endorsement in Elementary Education (self-contained general education) (grades 1 - 6), an Illinois State Board of Education (ISBE) approved program.

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Studies Requirements</td>
<td>78</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>110</td>
</tr>
<tr>
<td>Open Electives</td>
<td>4</td>
</tr>
<tr>
<td>Total hours required</td>
<td>192</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Plan instruction that supports students in meeting rigorous learning goals, drawing upon knowledge of content areas, curriculum, and pedagogy.
- Demonstrate a variety of instructional strategies as they support learners in developing a deep understanding of content areas and their connections, as well as building skills needed to apply knowledge in meaningful ways.
- Apply their understanding of multiple purposes for and methods of assessment in order to monitor and evaluate student progress, make decisions regarding instructional practices, and guide students in reflecting upon their progress toward learning targets.
- Use the central concepts, standards, tools of inquiry, and structures of the discipline(s) they teach to create meaningful learning experiences based upon evidence-based practices that ensure mastery of content.
- Demonstrate an interest in ongoing professional learning, use evidence to evaluate practice, advocate for students, and exhibit professionalism and ethical behavior in all interactions.

College Core Requirements

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.

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- 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

The following dispositions apply to Special Education majors only:
• 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

Skill Building Courses
Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement
Students pursuing a Bachelor of Arts degree in the College of Education will be 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

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program.

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 “Modern Language Option” of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the “Modern Language Option” is available to them for language study at any level.

Licensure Tests
All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences
Each student seeking licensure from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements
An endorsement is a statement appearing on a license 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 state 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 beginning the program.

Student Teaching Requirements
Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:
**Academic Requirements**
- Completion of all Liberal Studies, Pre-Education, Advanced Standing and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

**Clinical Requirements**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines**
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. 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. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: http://education.depaul.edu/.
by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University’s College of Education.

**Liberal Studies Requirements**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSP 110 or LSP 111</td>
<td>DISCOVER CHICAGO or EXPLORE CHICAGO</td>
<td>4</td>
</tr>
<tr>
<td>Focal Point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSP 112</td>
<td>FOCAL POINT SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRD 103</td>
<td>COMPOSITION AND RHETORIC I ¹</td>
<td>4</td>
</tr>
<tr>
<td>WRD 104</td>
<td>COMPOSITION AND RHETORIC II ¹</td>
<td>4</td>
</tr>
<tr>
<td>Quantitative Reasoning &amp; Technological Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSP 120</td>
<td>QUANTITATIVE REASONING &amp; TECHNOLOGICAL LITERACY I ²</td>
<td>4</td>
</tr>
<tr>
<td>LSP 121</td>
<td>QUANTITATIVE REASONING AND TECHNOLOGICAL LITERACY II ²</td>
<td>4</td>
</tr>
</tbody>
</table>

**Sophomore Year**

**Multiculturalism in the US**

| LSP 200                                          | SEMINAR ON MULTICULTURALISM IN THE UNITED STATES | 4 |

**Junior Year**

**Experiential Learning**

Met by successful completion of required field experience hours.

**Senior Year**

**Capstone**

| EE 387                                          | CAPSTONE SEMINAR IN ELEMENTARY EDUCATION ³     | 2 |

¹ Students must earn a C- or better in this course.
² Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab or SWK requirement
³ This must be taken with student teaching. Students must earn a C or better in this course.

**Learning Domains**

**Arts and Literature (AL)**

- 2 Courses Required

**Historical Inquiry (HI)**

- 2 Courses Required
  (Note: One must be a United States history course offered by the history department)

**Philosophical Inquiry (PI)**

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

**Religious Dimensions (RD)**

- 1 Course Required

**Scientific Inquiry (SI)**

- 3 Courses Required:
  - 1 BIO
  - 2 additional courses selected from the following: CHE, ENV, GEO or PHY (each of these two must be from different subjects)
    (Note: One course must be a lab or SWK.)

**Social, Cultural, and Behavioral Inquiry (SCBI)**

- 3 Courses Required
  - PSC 120
  - 2 additional courses selected from the following: ANT, ECO, GEO, PSY, or SOC (each of these two must be from different subjects)

**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**

The requirements below are those approved by the Illinois State Board of Education December 2015.
**Course Requirements**

**Introductory Courses: 16 quarter hours required, grade of C or better required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCU 207</td>
<td>SOCIAL AND HISTORICAL ISSUES IN EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>EE 281</td>
<td>INTRODUCTION TO EDUCATIONAL PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>EE 347</td>
<td>CHILDREN'S LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>PE 206</td>
<td>PERSONAL AND COMMUNITY HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>or PE 273</td>
<td>HEALTH AND NUTRITION</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics for Elementary Teachers: 8 quarter hours required, grade of C or better required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 110</td>
<td>FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 111</td>
<td>FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS II</td>
<td>4</td>
</tr>
</tbody>
</table>

**DePaul Minor: 5-8 courses (20-32 credit hours), grade of C or better required**

Along with elementary education courses, students in the elementary education major are required to complete a DePaul minor. This may be a minor leading to an additional endorsement on the Professional Educator License (e.g., special education, English as a Second Language, bilingual education) or an additional area to explore or focus your studies. However, all DePaul minors will meet this requirement.

A minor of seven courses (28 credit hours) will lead to the required 192 credit hours. If a student chooses a minor with fewer than 28 credit hours, the additional credit hours will be replaced by electives. If students choose a minor with more than 28 credit hours, they will graduate with more than 192 credit hours.

Students are encouraged to discuss their choice of a minor with their academic advisor in order to determine the impact their choice will have on their overall program plan, graduation date, and tuition.

**Advanced Courses: 48 quarter hours required, grade of C or better required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCU 337</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>EE 317</td>
<td>PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL</td>
<td>4</td>
</tr>
<tr>
<td>EE 324</td>
<td>READING/LANGUAGE ARTS IN THE EARLY YEARS</td>
<td>4</td>
</tr>
<tr>
<td>EE 326</td>
<td>READING/LANGUAGE ARTS IN THE INTERMEDIATE GRADES</td>
<td>4</td>
</tr>
<tr>
<td>EE 330</td>
<td>URBAN EDUCATION RESIDENCY</td>
<td>4</td>
</tr>
<tr>
<td>EE 333</td>
<td>TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS</td>
<td>4</td>
</tr>
<tr>
<td>EE 334</td>
<td>ELEMENTARY SCIENCE INQUIRY</td>
<td>4</td>
</tr>
<tr>
<td>EE 344</td>
<td>ART AND MUSIC IN THE ELEMENTARY SCHOOL</td>
<td>4</td>
</tr>
<tr>
<td>EE 355</td>
<td>METHODS: CONTEMPORARY TEACHING OF SOCIAL STUDIES</td>
<td>4</td>
</tr>
<tr>
<td>EE 356</td>
<td>ASSESSMENT IN THE ELEMENTARY CLASSROOMS</td>
<td>4</td>
</tr>
<tr>
<td>BBE 300</td>
<td>TEACHING ELEMENTARY ENGLISH LANGUAGE LEARNERS: THEORY, POLICY AND PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>SER 346</td>
<td>STRATEGIES FOR MAINSTREAMING AND INCLUSION</td>
<td>4</td>
</tr>
</tbody>
</table>

**Open Electives: 4 quarter hours required**

Open elective credit also is required to meet the minimum graduation requirement of 192 hours. The following cannot be used to fulfill an open elective: WRD 98, MAT 94, and MAT 95.

**Student Teaching: 10 quarter hours required, grade of B- or better required**

Registration in student teaching requires completion of all requirements and procedures indicated in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. All students also take EE 387 with student teaching (listed in the Liberal Studies section).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 385</td>
<td>ELEMENTARY STUDENT TEACHING</td>
<td>10</td>
</tr>
<tr>
<td>EDU 95</td>
<td>CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-tuition, PA grade required)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Licensure Tests**

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

- Elementary Content Area Test (test #197-200) – assesses knowledge of the content of what is taught at the elementary level including language arts and literacy, mathematics, science, social science, the arts, health, and physical education. 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.