

# MIDDLE GRADES EDUCATION (BS)

This program is not currently available for admission.

The Bachelor of Science program in Middle Grades Education prepares teachers for eligibility for a teaching license and two IL endorsements in grades 5-8 (ie., Math & Science; Language Arts and Social Science).

The mission of the DePaul University College of Education's Middle Grades Teacher Education Program is to prepare educators who have passion for, understanding of, and commitment to working with young adolescents. We prepare educators who foster equitable, intellectually rich, socially just, and compassionate learning environments for diverse middle level youth. To accomplish this goal, our program is designed to cultivate in teacher candidates the pedagogical skills, subject area understandings, and social conscience necessary to enact thoughtful teaching practice. We aim to prepare critical, creative educators who continually reflect on and inquire into their practices in order to further their own and their students' learning. Our teacher candidates develop a broad understanding of the contextual factors that impact the teaching, learning and growth of middle grade learners, including the ways in which society shapes our views of middle grades learners and the social, emotional, cognitive, spiritual, and physical dimensions of healthy adolescence. Through the integration of course work and field experiences, candidates learn about and apply interdisciplinary theories and practices that enable them to promote the intellectual curiosity, personal and academic excellence, and social and self-awareness of diverse middle level youth.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

*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 Middle Grades Education (grades 5 - 8), an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	86
Major Requirements	106
<b>Total hours required</b>	<b>192</b>

## Learning Outcomes

Students will be able to:

- Use knowledge of young adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary and pedagogical content knowledge with an emphasis on developing students' conceptual understanding and disciplinary literacy.

- Plan and deliver instruction that demonstrates knowledge of young adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue personal growth, and advocate for young adolescent learners and their communities.

## 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. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

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. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

## 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, Introductory, Advanced 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/>.

## Licensure

Requirements for licensure include completion of full bachelor's degree program, all licensure tests (including OPI for world language majors), and awarding of bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include 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 per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

Individuals seeking additional endorsements after applying for the licensure must contact ISBE directly for an evaluation request.

All coursework and requirements must be completed before DePaul University can recommend an individual for the license.

## Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged.

The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required 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.

First Year Program		Hours
<b>Chicago Quarter</b>		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
<b>Focal Point</b>		
LSP 112	FOCAL POINT SEMINAR	4
<b>Writing</b>		
WRD 103	COMPOSITION AND RHETORIC I <sup>1</sup>	4
WRD 104	COMPOSITION AND RHETORIC II <sup>1</sup>	4
<b>Quantitative Reasoning</b>		
MAT 120	QUANTITATIVE REASONING <sup>2</sup>	4
<b>Sophomore Year</b>		
<b>Race, Power, and Resistance</b>		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
<b>Junior Year</b>		
<b>Experiential Learning</b>		
Met by successful completion of required field experience hours.		
<b>Senior Year</b>		
<b>Capstone</b>		
Required <sup>1,3</sup>		

<sup>1</sup> Students must earn a C- or better in this course.

<sup>2</sup> 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.

<sup>3</sup> This must be taken along 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 in US History.)

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

- 2 Courses Required

[1 CR Course and 1 SR Course]

**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/>)

- 2 Courses Required:

- 1 BIO Course

- 1 CHE/ENV/GEO/PHY Course

(Note: One course above must be SI-LAB.)

**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

- 2 Additional Courses

## 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

### First Content Area Course: 24 hours required, grade of C or better required

A content area is a single area of study in language arts, math, science, or social science (cannot include coursework in Education). At least two courses must be at the 200 or higher level.

#### Language Arts

- Introduction to Literature Course or a Survey of Literature Course
- Poetry course
- Grammar or Composition course
- Young adult, graphic novel, or advisor-approved course
- Diverse traditions or multicultural literature course
- Writing course

#### Mathematics

- Introduction to math 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)

Note that individuals can receive a reduction of 1 course in this area based on courses taken in the learning domains. This applies only to language arts, math, or social science. Talk to your advisor about applying the reduction.

### Second Content Area: 20 hours required, grade of C or better required

A content area is a single area of study in language arts, math, science, or social science. The second content area must be a different area than the one chosen as the primary content area (cannot include coursework in Education). At least two courses must be at the 200 or higher level.

#### Language Arts

- Introduction to Literature Course or a Survey of Literature Course
- Poetry course
- Grammar or Composition course
- Young adult, graphic novel, or advisor-approved course
- Diverse traditions or multicultural literature course

#### Mathematics

- Introduction to math reasoning course
- Geometry 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

#### Social Science

- History course
- Geography course
- Civics/government course
- Economics course
- Social Science course (advisor-approved)

### Introductory Courses (Junior Standing): 30 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
MGE 300	INTRODUCTION TO MIDDLE GRADES EDUCATION	4
MGE 311	SUPERVISED FIELD EXPERIENCE	1
SCU 335	YOUNG ADOLESCENT DEVELOPMENT IN CONTEXT	4
MGE 301	LITERACY IN THE MIDDLE GRADES CONTENT AREAS I	4
MGE 331	SUPERVISED FIELD EXPERIENCE	1
BBE 350	ENGLISH LANGUAGE LEARNERS IN THE MIDDLE GRADES	4
MGE 321	THE WHOLE CHILD: CONCEPTIONS OF HEALTHY YOUNG ADOLESCENCE	4
SER 387	FOUNDATIONS OF LITERACY AND SPECIAL EDUCATION FOR THE MIDDLE GRADES	4

### Advanced Courses (Senior Standing): 22 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
MGE 341	CURRICULAR LITERACY IN THE MIDDLE GRADES CONTENT AREAS II	4
CSL 377	SOCIAL EMOTIONAL LEARNING IN THE MIDDLE GRADES	4
MGE 351	ASSESSMENT PRACTICES IN THE MIDDLE GRADES	4
MGE 361	SUPERVISED FIELD EXPERIENCE	1
Select two of the following (based on content concentration):		8
MGE 371	THE TEACHING OF MATHEMATICS IN THE MIDDLE GRADES	
MGE 372	THE TEACHING OF LANGUAGE ARTS IN THE MIDDLE GRADES	



MGE 373	THE TEACHING OF SOCIAL STUDIES IN THE MIDDLE GRADES	
MGE 374	THE TEACHING OF SCIENCE IN THE MIDDLE GRADES	
MGE 381	SUPERVISED FIELD EXPERIENCE	1

- 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.

### Student Teaching: 10 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. All students also take MGE 391, Student Teaching Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
MGE 390	STUDENT TEACHING	10
EDU 95	CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)	0

### Minors

Students are eligible to complete any minor offered at DePaul University, including those related to the four Middle Grades Education content areas and to other areas of specialization in education. The minors related to the content areas and other areas of education include:

- Bilingual Education
- Biological Science
- Chemistry
- Coaching
- Creative Writing
- Economics
- English as a Second Language
- English as a Second Language/Bilingual Education
- English Literature
- Environmental Science
- Exceptionality and Learning
- Geography
- Health
- History
- Mathematics
- Physics
- Special Education

To complete a minor, students must fulfill all of the requirements of that minor as identified by the minor's home department or program.

### Licensure Tests

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

- Content Area Test: Two tests are required before Student Teaching (deadlines apply). Students must take the test corresponding to each of their content areas – Language Arts (test #201), Math (test #202), Science (test #203), or Social Science (test #204).