

TEACH: SECONDARY EDUCATION MATHEMATICS (MED)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Mathematics major or some other disciplinary major with a graduate level College of Education (COE) Master of Education (MEd) Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a Professional Educator License and math endorsement in the State of Illinois.

The program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

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 participate in a minimum of 85 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the program. As students will be completing requirements to earn the IB Certificate, some hours may be in International Baccalaureate Schools. In addition,

students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Licensure

Illinois Professional Educator License with endorsement in Middle and Secondary Education Mathematics (grades 9-12 or 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
Degree Requirements	52
Total hours required	52

Learning Outcomes

Students will be able to:

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.

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 be 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 seminar 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 seminar course:

Academic & Clinical Requirements

- Complete all courses required for the degree (including major coursework, content area courses, and general education coursework)
- Complete all program-required Field Experience hours
- Achieve a minimum overall cumulative GPA of 3.00
- Meet all other program requirements (e.g., 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 one quarter by the quarter preceding Student Teaching, and continue to meet them through that quarter
- Attempt content area tests 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 and seminar requirements. 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 an education preparation program, all licensure content tests (including OPI for world language endorsements), and an awarded bachelor's degree. A bachelor's degree is required to qualify for licensure and must be awarded before applying for the license. Student teaching must be passed with a minimum grade of B- or higher and the seminar course with a minimum grade of C or higher.

Upon finishing all requirements, DePaul sends notification 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 to successfully complete the assessment and be eligible for licensure.

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 seminar 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).

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

Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

The TEACH: Secondary Education History (MEd) degree programs allow students to complete 12 graduate credit hours while still undergraduates. These 12 graduate credit hours will count toward both the undergraduate and graduate degree programs.

Content Area Requirements for Secondary Mathematics Education*

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning
or Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers I
or Abstract Algebra II
- Geometry I
- Geometry II
or Real Analysis I
- Probability & Statistics
- History of Mathematics
- *The secondary mathematics content advisor will collaborate with you to design and schedule your mathematics content course sequence.

Junior Year Coursework: 4 undergraduate quarter hours required

Course	Title	Quarter Hours
TCH 320	EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills the Liberal Studies Program experiential learning (EL) requirement)	4

Undergraduate/Graduate Double-Counted Courses: 13 undergraduate/graduate quarter hours required, grade of C or better required

Course	Title	Quarter Hours
TCH 480	THE TEACHER AS PROFESSIONAL	4
TCH 400	MIDDLE GRADE AND SECONDARY EDUCATION FIELD EXPERIENCE 1	1
TCH 402	INTRODUCTION TO MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 423	INQUIRY & APPLICATION IN DEVELOPING MATHEMATICS PEDAGOGY	4

5th Year Master's Year Coursework, Excluding Student Teaching: 31 graduate quarter hours required, grade of C or better required.

Course	Title	Quarter Hours
TCH 403	CONCEPTIONS OF HEALTHY ADOLESCENCE	4
SER 446	PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD	4
BBE 501	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4
TCH 473	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 1	4
TCH 470	MIDDLE GRADE AND SECONDARY EDUCATION FIELD EXPERIENCE 2	1
TCH 483	TEACHING MATHEMATICS IN THE MIDDLE GRADES AND HIGH SCHOOL 2	4
TCH 486	MIDDLE GRADE AND SECONDARY EDUCATION FIELD EXPERIENCE 3	2
TCH 495	ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION	4
TCH 525	READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 483.

Student Teaching: 8 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

Course	Title	Quarter Hours
TCH 590	MIDDLE GRADES AND SECONDARY STUDENT TEACHING (grade of B- or better required)	6
TCH 591	MIDDLE GRADES AND SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)	2
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 Math students must complete the following tests:

- Mathematics Content Area Test (test #208) – assesses knowledge of processes and applications of mathematics. 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.

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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.