

SPECIAL EDUCATION (BS)

The Bachelor of Science in Special Education will prepare you to teach students with exceptionalities in kindergarten through 12th grade in a variety of urban and suburban educational settings, including public and private schools.

By completing the Special Education program, you will be eligible for the Illinois Learning and Behavior Specialist I (LBS1) license, provided you complete additional state requirements.

As a Special Education major, you will learn to:

- Apply specific strategies needed to teach exceptional learners
- Consult and co-teach in general education inclusion classrooms
- Modify content for exceptional learners in reading, math, natural and social sciences
- Teach small groups of exceptional students in a resource room
- Teach students with more significant disabilities in a self-contained classroom

Courses in the Special Education curriculum will prepare you to do the following:

- Assess exceptional learners
- Implement classroom and behavior management
- Collaborate with parents and professionals
- Understand how exceptional students learn
- Teach reading, math and the natural and social sciences
- Differentiate instruction
- Teach students with significant disabilities
- Develop transitional and vocational plans

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 130 hours of field experience. Students should expect to spend 40 hours of evening field hours in the Education and Counseling Center, and 90 hours of daytime field experience 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 16 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

This program leads to Illinois licensure in special education (Learning and Behavior Specialist 1)

Program Requirements	Quarter Hours
Liberal Studies Requirements	80
Major Requirements	92
Open Electives	20
Total hours required	192

Learning Outcomes

Students will be able to:

- Recognize how exceptionalities interact with development; apply foundational knowledge inform special education practice, including planning, instruction, and assessment of students with disabilities.
- Understand the connection between learning environment, social-emotional development, and student behavior; create safe, inclusive, culturally responsive learning environments; manage behavior effectively, utilizing proactive management techniques.
- Apply understanding of curricula to design learning for individuals with exceptionalities; choose, modify, and utilize research-based instructional strategies based on learner needs.
- Utilize multiple methods of assessment and data sources in making educational decisions, developing IEPs, and planning instruction; collaborate with other school-based professionals and families to serve student needs; integrate multiple sources of information to inform planning and instruction.

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/>.

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.

Course	Title	Hours
First Year Program		
Chicago Quarter		
LSP 110 or LSP 111	DISCOVER CHICAGO or EXPLORE CHICAGO	4
Focal Point		
LSP 112	FOCAL POINT SEMINAR	4
Writing		
WRD 103	COMPOSITION AND RHETORIC I ¹	4
WRD 104	COMPOSITION AND RHETORIC II ¹	4
Quantitative Reasoning & Technological Literacy		
LSP 120	QUANTITATIVE REASONING & TECHNOLOGICAL LITERACY I ²	4
LSP 121	QUANTITATIVE REASONING AND TECHNOLOGICAL LITERACY II ²	4
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		
SER 384	CAPSTONE IN SPECIAL EDUCATION ³	4

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) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/arts-and-literature/>)

- 2 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 US History.)

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/>)

- 1 Course Required

Scientific Inquiry (SI) (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-learning-domains/scientific-inquiry/>)

- 3 Courses Required:
 - 1 BIO
 - 1 CHE/ENV/GEO/PHY
 - 1 Additional Course
(Note: One course must be a lab or SWK.)

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

Introductory Courses: 22 quarter hours with a grade of C or better required:

Course	Title	Quarter Hours
SER 300	INTRO TO SPECIAL EDUCATION I: EXCEPTIONALITY & LEARNING	4
SER 301	INTRO TO SPECIAL EDUCATION II - FOUNDATIONS AND CHARACTERISTICS	4
SER 302	INSTRUCTION AND DIFFERENTIATION IN SPECIAL EDUCATION	4
SER 310	TEACHING MATHEMATICS TO EXCEPTIONAL STUDENTS	4
SER 311	TEACHING MATHEMATICS FIELD EXPERIENCE LAB	2
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4

Advanced Courses: 50 quarter hours required (excluding courses counted as Introductory Courses) with a grade of C or better.

Course	Title	Quarter Hours
BBE 311	FUNDAMENTALS OF ENGLISH LANGUAGE LEARNER EDUCATION	4
SCU 336	ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT	4
or SCU 337	HUMAN GROWTH AND DEVELOPMENT	
SER 303	CLASSROOM AND BEHAVIOR MANAGEMENT	4
SER 314	TEACHING LITERACY TO EXCEPTIONAL STUDENTS	4
SER 315	TEACHING LITERACY FIELD EXPERIENCE LAB	2
SER 320	COLLABORATION IN SCHOOLS	4
SER 321	FORMAL ASSESSMENT IN SPECIAL EDUCATION	4
SER 322	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES I: ACADEMICS, LIFE SKILLS, & TRANSITION	4
SER 323	TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES II: COMMUNICATION & SOCIAL SKILLS	4
SER 324	PRACTICUM: INCLUSION SETTING	2
SER 325	TOPICS IN SPECIAL EDUCATION	2
SER 327	PRACTICUM: SELF-CONTAINED SETTING	2
SER 328	CONTEMPORARY ISSUES IN SPECIAL EDUCATION	2
SER 329	TEACHING LITERACY IN THE CONTENT AREAS	4
SER 383	STUDENT TEACHING SEMINAR	4

Open Electives: 20 quarter hours, grade of C or better 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:

Course	Title	Quarter Hours
WRD 98	PREPARATION FOR COLLEGE READING	4
MAT 94	BASIC ALGEBRA	4
MAT 95	INTRODUCTORY ALGEBRA	4

Student Teaching: 20 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.

Course	Title	Quarter Hours
SER 385	STUDENT TEACHING IN SPECIAL EDUCATION: ELEMENTARY	8
SER 386	STUDENT TEACHING IN SPECIAL EDUCATION: SECONDARY	12

Licensure Tests

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

- Learning Behavior Specialist (#155) - assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply).
- General Curriculum for Special Education Teachers- (#163)- assesses knowledge of reading & literacy, mathematics, natural science, and social science. 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.