

# TEACHING AND LEARNING: EARLY CHILDHOOD EDUCATION (MA OR MEd)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion 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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 165 hours of daytime internships/field experiences in early childhood programs and schools. These school-based internships. Two internships (T&L 481, T&L 482) are aligned with curriculum and instruction theory courses, and require students to be in the field during the day time for 75 hours in a preschool classroom setting, and 75 hours in a primary grade (K-2nd grade) classroom setting. Students are also required to compete 15 hours of field experience in an infant-toddler classroom, and 15 hours in an early childhood special education classroom setting. In addition, students must spend a minimum of 12 weeks in full-time student teaching.

The program in early childhood education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary schools and early childhood education centers. Graduates earn the Master of Arts or Master of Education degree and are entitled to apply for the Illinois Professional Educator License. In addition, teacher candidates meet IL Approval for Teaching Young Children with Special Needs, ages 3-6. All of these elements are built into the required curriculum.

In addition, students have options of acquiring the following endorsements and credentials:

- Early Childhood Bilingual/ESL endorsement
- Early Childhood Learning Behavior Specialist (special education) endorsement
- Courses toward acquiring credentials in Developmental Therapy

## Licensure

Illinois Professional Educator License with endorsement in Early Childhood Education (birth-grade 2) and Early Childhood Special Education Approval for Preschool (ages 3-6), an Illinois State Board of Education (ISBE) approved program.

| Program Requirements        | Quarter Hours |
|-----------------------------|---------------|
| Degree Requirements (MA)    | 64            |
| <b>Total hours required</b> | <b>64</b>     |

| Program Requirements        | Quarter Hours |
|-----------------------------|---------------|
| Degree Requirements (MEd)   | 60            |
| <b>Total hours required</b> | <b>60</b>     |

## Learning Outcomes

Student will be able to:

- Apply their knowledge of child development to create healthy, respectful, supportive, and challenging learning environments for each child.
- Establish respectful, reciprocal relationships that involve, support, and empower families as well as the communities in which they live.
  - Create these relationships based on their knowledge and understanding of each family's characteristics, the community's dynamics, and the identified needs of the children.
- Use multiple forms and approaches of effective assessment in planning and documenting all children's ongoing growth and development for a variety of stakeholders.
- Choose from a wide repertoire of developmentally appropriate and productive strategies to address the multiple learning needs of children and the families who support them.
- Design, implement, and critically analyze meaningful curriculum through use of academic disciplinary knowledge, to enhance learning outcomes for all children.
- Competently address children's reading, writing, and oral communication needs to facilitate learning in all content areas.
- Conduct themselves as knowledgeable professionals focused upon providing and advocating for quality care and education in a variety of settings across the early childhood age span (i.e., birth through age 8 years).

## Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge

- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

## Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. Each test has a state mandated timeline by which to pass the test. 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 15 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 Education, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test

### 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 must be passed 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 graduation application (degree conferral) 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.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

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

To apply for graduation (degree conferral), log on to Campus Connect. Select the Academic Progress tile, then apply for Graduation. 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 graduation (degree conferral) for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter 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.

## Licensure

Requirements for licensure include completion of the full licensure program and all licensure tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

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.

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

## 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.

## Degree Requirements

The requirements below are those approved by the Illinois State Board of Education in April 2016.

### Content Area Prerequisites

Following the requirements set forth by the Illinois State Board of Education in spring of 2016, DePaul's Early Childhood Education program requires that students in the early childhood education program have courses in each of the following areas:

- mathematics<sup>1</sup>
- physical science
- life science
- earth and space science
- history
- geography
- political science/civics
- economics

These courses may be taken at the undergraduate level and may have been included in the student's bachelor's degree program. Early childhood education students' transcripts will be evaluated by an academic advisor after admission to determine if additional coursework is needed. Completion of content area requirements is not a prerequisite for admission; however, coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

- DePaul alumni that have taken LSP 120 or ISP 120 can receive credit towards the math requirement.

### Health, Safety and Child Nutrition Requirement

Students must provide documentation of successful course completion that shows they possess the requisite knowledge and skills to provide appropriate content and experiences for young children from birth through age 8 that reflect the interrelationships among health, safety, and nutrition. In addition, students are expected to demonstrate an understanding of cultural influences on young children's health, safety, and nutrition, and how to work with special needs children affected by health impairments. Finally, students also must demonstrate their familiarity with practices that promote good nutrition, dental health, and the physical, social, and emotional well-being of young children.

This requirement can be met by completing T&L 615 (Child Health Safety & Nutrition), or an equivalent course taken at the undergraduate or graduate level outside of DePaul. Consult a faculty advisor to determine whether a prior course fulfills this content requirement.

## Course Requirements

**Introductory Courses: 12 quarter hours required, grade of B- or better required.**

| Course  | Title   | Quarter Hours |
|---------|---|---------------|
| SCG 404 | CHILD GROWTH AND DEVELOPMENT                                      | 4             |
| T&L 406 | LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD (BIRTH TO 8) (Birth to 8) | 4             |
| T&L 421 | CHILD AND FAMILY IN THE URBAN COMMUNITY                           | 4             |

**Advanced Courses: 40 quarter hours required, grade of B- or better required.**

| Course                       | Title  | Quarter Hours |
|------------------------------|--|---------------|
| T&L 407                      | PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGY   | 4             |
| T&L 408                      | CURRICULUM AND INSTRUCTION IN PRIMARY GRADES   | 4             |
| T&L 411                      | ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE SETTINGS                                       | 4             |
| T&L 420                      | MATH AND SCIENCE IN EARLY CHILDHOOD  | 4             |
| T&L 423                      | FUNCTIONAL BEHAVIOR ASSESSMENT: INTERVENTION AND SUPPORT IN EARLY CHILDHOOD            | 4             |
| T&L 427                      | YOUNG EXCEPTIONAL CHILD: METHODS AND CHARACTERISTICS                                   | 4             |
| T&L 434                      | LITERACY, LITERATURE, & THE YOUNG CHILD  | 4             |
| T&L 481                      | INTERNSHIP IN PRESCHOOL SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) <sup>1</sup> | 2             |
| T&L 482                      | INTERNSHIP IN PRIMARY SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) <sup>2</sup>   | 2             |
| BBE 451                      | TEACHING DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD: THEORY, POLICY AND PRACTICE        | 4             |
| Select one of the following: |  | 4             |
| SCG 408                      | EDUCATION AND SOCIETY  |               |
| SCG 409                      | SOCIOLOGY OF EDUCATION   |               |
| SCG 411                      | PHILOSOPHY OF EDUCATION  |               |

<sup>1</sup> T&L 407 may be taken concurrently.

<sup>2</sup> T&L 408 may be taken concurrently.

## Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section.

| Course  | Title  | Quarter Hours |
|---------|--|---------------|
| T&L 595 | EARLY CHILDHOOD STUDENT TEACHING (grade of B- or better required)        | 6             |
| T&L 596 | EARLY CHILDHOOD STUDENT TEACHING SEMINAR (grade of C or better required) | 2             |

## Recommended/Optional Courses

T&L 480 provides experience with a population for whom highly qualified educators are in increased demand.

| Course  | Title                                | Quarter Hours |
|---------|--------------------------------------|---------------|
| T&L 480 | INTERNSHIP WITH INFANTS AND TODDLERS |               |

## Master of Arts (MA) Option Degree Requirements: 4 quarter hours required

A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

| Course  | Title                                    | Quarter Hours |
|---------|--|---------------|
| T&L 589 | THESIS RESEARCH IN TEACHING AND LEARNING | 4             |

## Bilingual/ESL Endorsement Courses

Teacher candidates seeking an endorsement in Bilingual or ESL can add the credential to the Professional Educator License (PEL) by taking additional courses. Requirements are listed in the Endorsements section of the Course Catalog and are in addition to degree requirements.

## Learning Behavior Specialist Special Education Endorsement Courses

Individuals seeking an endorsement in Special Education (called LBS1-Learning Behavior Specialist) can add the credential to the Professional Educator License (PEL) by taking additional courses. Courses are: SER 431, SER 475, SER 476, SER 597. Requirements are listed in the Endorsements section of the Course Catalog and are in addition to degree requirements.

## Special Education Approval Courses

All students in ECE program will take 5 courses that are required for the degree. These courses will make ECE students who are seeking a PEL eligible to receive a letter of approval in early childhood special education. An approval in early childhood special education makes graduating ECE license holders eligible to work in preschool special education settings. Five special education courses are: T&L 406, T&L 411, T&L 421, T&L 423, T&L 427.

## Licensure Tests

Students seeking licensure by the Illinois State Board of Education (ISBE) are required to successfully complete a set of tests specific to the Early Childhood professional field:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing. \*Check with your advisor about qualifying for a waiver with acceptable ACT or SAT test scores.
- Early Childhood Content Area Test (test #206) – assesses knowledge of language and literacy development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. 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.

## Internships & Other Field Experiences

Each student seeking licensure from the College of Education must complete supervised Internships in appropriate settings in conjunction with education courses. In addition, there are some courses, which might require certain hours of field experience to be completed, and / or have field assignments, which students are required to complete. Two internship-type field-based courses (T&L 481, T&L 482) are aligned with curriculum and instruction theory courses across the program. Each internship course requires completing 75 hours of field experience in its relevant grade level classroom. T&L 481 is taken concurrently with T&L 407. T&L 482 is taken concurrently with T&L 408. Since these internship courses are scheduled only once per academic year, be sure to work with your advisor in carefully mapping out when you will take them. For details on requirements, expectations, documentation, & courses in your program that require fieldwork hours, visit the College of Education website.

## Non-Licensure Option

Individuals that do not desire a license or are not eligible for a license can seek to earn the degree without meeting licensure requirements. In seeking this option, individuals understand that the following stipulations apply:

- Confirmation must be given in writing that they seek this option and agree to the stipulations.
- A notation is placed on the transcript indicating that "completion of degree requirements did not lead to eligibility for licensure."
- Individuals have the option to return to the ECE program within 1-2 years after earning the graduate degree to complete student teaching and other licensure requirements (including ISBE-mandated tests) and become eligible for the license. The non-licensure notation will remain on the original transcript for the graduate degree. Additional coursework may also be required.
- Coursework is chosen in consultation with a faculty advisor and is tailored to individual's prior coursework, experience, and professional interests.
- All coursework must be taken at DePaul; no transfer credit is allowed from other institutions.
- Individuals must complete the specified coursework within 2 years or be subject to re-evaluation.
- A minimum of 2 courses (8 credit hours) are required to substitute for the student teaching experience. Coursework must be 400 level and receive a grade of B- or better.

## Developmental Therapy Option

These course, listed below, will prepare early childhood teacher candidates for a career requiring expertise in early intervention for infants and toddlers (e.g., from birth to age three) with special needs and their families. The coursework can be taken in addition to degree requirements, or if seeking the non-licensure option, can be taken to replace student teaching. After taking the required courses and earning the degree, individuals will be required to take a training workshop on the State of Illinois system of Early Intervention and apply directly to Provider Connections to receive their Developmental Therapy credentials after submitting their transcripts.

| Course  | Title  | Quarter Hours |
|---------|--|---------------|
| ECE 490 | DEVELOPMENTAL THERAPY STRATEGIES FOR INFANTS AND TODDLERS IN EARLY INTERVENTION                    | 4             |
| ECE 491 | ASSESSMENT OF INFANT AND TODDLERS  | 4             |
| ECE 492 | WORKING WITH FAMILIES OF INFANTS AND TODDLERS: PARTNERSHIP AND COLLABORATION IN EARLY INTERVENTION | 4             |
| ECE 493 | INTERNSHIP EXPERIENCES WITH INFANTS, TODDLERS AND TWOS WITH SPECIAL NEEDS (optional)               | 2             |

## Infant Toddler Courses

Two infant toddler courses are available for special population or as elective for early childhood education students who seek additional specialty in infant/toddler education.

| Course  | Title   | Quarter Hours |
|---------|---|---------------|
| T&L 495 | DESIGNING CURRICULUM FOR INFANTS AND TODDLERS | 4             |
| T&L 615 | SPECIAL TOPICS IN TEACHING AND LEARNING       | 4             |