TEACHING AND LEARNING: SECONDARY EDUCATION - VISUAL ARTS (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.

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 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. As students will be completing requirements to earn the IB Certificate, a majority of the 100-110 hours will be completed in International Baccalaureate Schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuously at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student’s choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school licensure. Yet, not all graduates follow a career in teaching number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Licensure

Illinois Professional Educator License with endorsement in Secondary Education Visual Arts (grades 9-12 or grades 6-12), 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.

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements (MA)</td>
<td>60</td>
</tr>
<tr>
<td>Total hours required</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Requirements (MEd)</td>
<td>56</td>
</tr>
<tr>
<td>Total hours required</td>
<td>56</td>
</tr>
</tbody>
</table>

Learning Outcomes

Students will be able to:

- Use knowledge of adolescent learners to create safe, equitable, and meaningful learning environments and collaborative classrooms.
- Demonstrate and apply disciplinary content and pedagogical content knowledge with an emphasis on developing students’ conceptual understanding and disciplinary literacy.
- Plan and deliver instruction that demonstrates knowledge of adolescent learners and content.
- Implement assessment practices to evaluate student learning and inform instruction.
- Exhibit professionalism, pursue professional growth, and advocate for adolescent learners and their communities.
- Evaluate educational research to support their understanding of teaching and learning and identify the theories that inform their teaching practices.

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
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**

**Content Area Courses**

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. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Visual Arts**

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.

- Two Dimensional Foundation
- Three Dimensional Foundation
- Drawing
- Intermediate or Adv. Drawing
- Painting
- Sculpture
- Computer Graphics
- Printmaking
- Principles of Art History
- Photography
- Video
- Art & Design I
- Art & Design II
## Course Requirements

### Introductory Courses: 12 quarter hours required, grade of C or better required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 425</td>
<td>CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SCG 406</td>
<td>HUMAN DEVELOPMENT AND LEARNING: SECONDARY</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following: 4

- SCG 408 | EDUCATION AND SOCIETY |
- SCG 409 | SOCIOLOGY OF EDUCATION |
- SCG 411 | PHILOSOPHY OF EDUCATION |

### Advanced Courses: 28 quarter hours required, grade of C or better required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SER 446</td>
<td>PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD</td>
<td>4</td>
</tr>
<tr>
<td>BBE 501</td>
<td>TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM</td>
<td>4</td>
</tr>
<tr>
<td>T&amp;L 525</td>
<td>READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM</td>
<td>4</td>
</tr>
<tr>
<td>SCG 451</td>
<td>DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>T&amp;L 465</td>
<td>ART AND PEDAGOGY</td>
<td>4</td>
</tr>
<tr>
<td>T&amp;L 466</td>
<td>TEACHER AS ARTIST</td>
<td>4</td>
</tr>
<tr>
<td>TCH 495</td>
<td>ASSESSMENT PRACTICES IN THE MIDDLE GRADES AND SECONDARY EDUCATION</td>
<td>4</td>
</tr>
</tbody>
</table>

1. Taken in conjunction with T&L 466.

### Graduate Level Content Area Courses: 8 quarter hours required, grade of C or better required

Two courses in Visual Art at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing licensure only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- T&L 565
- ART 300 or 400 level art course

### Student Teaching: 8 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 590</td>
<td>SECONDARY STUDENT TEACHING (grade of B- or better required)</td>
<td>6</td>
</tr>
<tr>
<td>T&amp;L 591</td>
<td>SECONDARY STUDENT TEACHING SEMINAR (grade of C or better required)</td>
<td>2</td>
</tr>
</tbody>
</table>

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

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 589</td>
<td>THESIS RESEARCH IN TEACHING AND LEARNING</td>
<td>4</td>
</tr>
</tbody>
</table>

### Licensure Tests

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

- Visual Arts Content Area Test (test #145) – assesses knowledge of elements, principles, and expressive features of visual arts. 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. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.