

VISUAL ART EDUCATION (BA)

The Bachelor of Arts program in PreK-12 Visual Art prepares students to teach PreK through 12th grade in a variety of urban and suburban education settings, including public and private elementary, middle, and high schools.

Students learn educational theories and effective teaching practices, participate in field experiences, which require observation and participation in teaching activities at multiple schools, and student teaching. Students should meet early and regularly with their advisor to design and monitor their program of study.

The program combines theoretical principles of education and field work with the student's choice of major. 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 includes distinctive features, namely working in cooperation with the Stockyard Institute, a Center in the College of Education that has since 1995, operated as a platform that designs and works on long term arts, education, and cultural based projects and programs across the city, providing added research, arts based practices, and exposure to an array of Chicago communities and suburban sites. This secures an ever expanding network of possibilities, experiences and opportunities alongside our alumni and allies.

Students entering the program must be able and willing to devote themselves to a program requiring daytime field experiences hours in schools. These school-based clinical hours are completed in conjunction with methodology courses.

Please make sure you consult the Liberal Studies Requirements, Major Requirements, and College Core Requirements for full degree requirements.

Stockyard Institute

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Licensure

Illinois Professional Educator License with an endorsement in PreK-12 Education Visual Art,, an Illinois State Board of Education (ISBE) approved program.

Program Requirements	Quarter Hours
Liberal Studies Requirements	78
Major Requirements	106
Open Electives	8
Total hours required	192

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.

College Core Requirements Dispositions

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

The following dispositions apply to Early Childhood Education, Elementary Education, Exercise Science, Middle Grades, Physical Education, Secondary Education, and World Language Education majors only:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful

instructional planning, implementation, and differentiation) and through everyday interactions with students

- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

The following dispositions apply to Special Education majors only:

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Skill Building Courses

Before taking any math or English courses, students must take the DePaul placement tests to determine if skill level is at the college level. If placement indicates skill level in these courses, the courses become part of degree requirements. Consult with your advisor regarding placement test results and any required classes.

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree in the College of Education will be required to demonstrate a measure of competence in a modern language, as defined by the college. Such competence may be demonstrated in one of several ways:

- completing two years of a language sequence in high school
- completing the last course in the first-year college sequence of any language

- completing a college course beyond the first-year level in any language
- achieving a satisfactory score on any of the Modern Language placement examinations administered at DePaul
- achieving a satisfactory rating in a proficiency examination accepted by DePaul
- achieving a score of 3 or higher on the Advance Placement (AP) test for any language
- achieving a score of 5 or higher in the Language B assessment from a Standard or Higher Level International Baccalaureate (IB) program
- achieving a satisfactory score on the CLEP examination

Please note: The Modern Language Competence Requirement is not required for students in the Early Childhood Education: SCPS Joint Program (BAECE) program. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact the Office of the University Registrar.

Students who complete an Inter-College Transfer (ICT) to the College of Education will abide by the COE Modern Language Requirement in place on the effective date of the ICT.

B.A. students who meet College requirements and wish to pursue further work in the language may elect the Language for Liberal Studies Option (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/liberal-studies-program-guidelines/language-for-liberal-studies-option/>) of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the Language for Liberal Studies Option is available to them for language study at any level. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Licensure Tests

All individuals licensed by the Illinois State Board of Education (ISBE) are required to complete licensure tests specific to their teaching license. The Academic Success Center can provide help through tutoring, workshops, and online resources to help each student succeed.

Field Experiences

Each student seeking licensure from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a statement appearing on a license that identifies the specific subjects or grade level that the license holder is authorized to teach.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Please note that the Illinois State Board of Education (ISBE) may change the state licensure and endorsement requirements at any time and without prior notice. Individuals are bound by the requirements in place when applying for the license or endorsement, not the requirements in place when beginning the program.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements

- Completion of all Liberal Studies, Introductory, Advanced and concentration/content area courses
- Overall cumulative GPA of 2.50 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois licensure content area test(s)

Clinical Requirements

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Content area tests must be passed prior to Student Teaching (deadlines apply).
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual childcare agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you

intend to finish your degree requirements by the end of the term for which you have applied.

Undergraduate students must be approved for student teaching and complete student teaching and capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are student teaching.

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

To apply for degree conferral, log on to Campus Connection. Select STUDENT CENTER, then MY ACADEMICS. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors announced at the ceremony for undergraduates are based on winter quarter GPAs because a final GPA is not available at the time of the ceremony. Eligibility for the June Commencement ceremony is limited to individuals that complete the entirety of their program (including student teaching) within the same academic year (prior to the ceremony).

Additional information about degree conferral and graduation can be found on the College of Education website at: <http://education.depaul.edu/>.

Licensure

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

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the license. Requirements are subject to change per the discretion of ISBE. All coursework and requirements pertaining to licensure requirements must be completed before DePaul University can recommend an individual for the license.

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

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

Teacher Licensure

Sept 1, 2015 begins the implementation of a new requirement for any individual seeking teaching licensure in the State of Illinois. The new requirement is the Teacher Performance Assessment ("edTPA"), which is mandated by the Illinois State Board of Education (ISBE) for anyone that completes student teaching in Fall 2015 and beyond. EdTPA is an assessment conducted during the student teaching experience. For this assessment, teacher candidates are required to create video clips of instruction, lesson plans, student work samples, analyses of student

learning, and teacher candidate reflective commentaries for a learning segment and submit these components using an electronic portfolio to Evaluation Systems an outside agency that is a group of Pearson Publishing. The portfolio will be independently evaluated by a panel of trained reviewers hired by Pearson. For this service a fee is charged. The panel of scorers of edTPA are selected and trained by Evaluation Systems. DePaul University is neither affiliated with Evaluation Systems nor Pearson Publishing and by ISBE regulation cannot be involved in edTPA registration, submission of portfolios, or scoring of individual teacher candidate portfolios. Institutions of higher education are required by the Illinois State Board of Education to provide teacher candidates with information to prepare for edTPA; however, the process of edTPA is external to DePaul University and is not monitored by DePaul University's College of Education.

Liberal Studies Requirements

Honors program requirements can be found in the individual Colleges & Schools section of the Academic Catalog. Select the appropriate college or school, followed by Undergraduate Academics and scroll down.

First Year Program		Hours
Chicago Quarter		
LSP 110	DISCOVER CHICAGO	4
or LSP 111	or EXPLORE CHICAGO	
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		
MAT 120	QUANTITATIVE REASONING ²	4
Sophomore Year		
Race, Power, and Resistance		
LSP 200	SEMINAR ON RACE, POWER, AND RESISTANCE	4
Junior Year		
Experiential Learning		
Met by successful completion of required field experience hours.		
Senior Year		
Capstone		
TCH 387	CAPSTONE SEMINAR IN SECONDARY EDUCATION ^{1,3}	2

¹ Students must earn a C- or better in this course.

² Readiness for MAT 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to MAT 120. Students who complete MAT 120 and both a Computational Reasoning course and a Statistical Reasoning course in the Math and Computing Learning Domain take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and cannot be applied to the Scientific Inquiry Learning Domain. The MAT 120 requirement may be waived by passing a dedicated proficiency exam or it may be fulfilled by credit for advanced math coursework earned in-residence at DePaul (MAT 135, MAT 136, MAT 147, MAT 148, MAT 149, MAT 150, MAT 151, MAT 152, MAT 153, MAT 154, MAT 155, MAT 156, MAT 157, MAT 158, MAT 159, MAT 160, MAT 161, MAT 162, MAT 163, MAT 164, MAT 165, MAT 166, MAT 167, MAT 168, MAT 169, MAT 170, MAT 171, MAT 172, MAT 173, MAT 174, MAT 175, MAT 176, MAT 177, MAT 178, MAT 179, MAT 180, MAT 181, MAT 182, MAT 183, MAT 184, MAT 185, MAT 186, MAT 187, MAT 188, MAT 189, MAT 190, MAT 191, MAT 192, MAT 193, MAT 194, MAT 195, MAT 196, MAT 197, MAT 198, MAT 199, MAT 200, MAT 201, MAT 202, MAT 203, MAT 204, MAT 205, MAT 206, MAT 207, MAT 208, MAT 209, MAT 210, MAT 211, MAT 212, MAT 213, MAT 214, MAT 215, MAT 216, MAT 217, MAT 218, MAT 219, MAT 220, MAT 221, MAT 222, MAT 223, MAT 224, MAT 225, MAT 226, MAT 227, MAT 228, MAT 229, MAT 230, MAT 231, MAT 232, MAT 233, MAT 234, MAT 235, MAT 236, 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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

Content Area Courses

Core: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ART 101	DIGITAL FOUNDATIONS	4
ART 105	TWO-DIMENSIONAL FOUNDATIONS	4
ART 106	BEGINNING DRAWING	4
ART 200	ART & ARTISTS IN CONTEMPORARY CULTURE	4
ART 113 or ART 114	THREE DIMENSIONAL FOUNDATIONS FOUR DIMENSIONAL FOUNDATIONS	4

Studio Art: 20 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ART 110	BEGINNING PAINTING	4
ART 115	BEGINNING SCULPTURE	4
ART 206 or ART 218	INTERMEDIATE DRAWING FIGURE DRAWING	4
ART 229	BEGINNING PRINTMAKING	4
Select one Art History Course		4

Media Arts : 16 quarter hours required, grade of C or better required

Course	Title	Quarter Hours
ART 225 or ART 224	BEGINNING PHOTOGRAPHY BEGINNING DIGITAL PHOTOGRAPHY	4
ART 226 or ART 289	BEGINNING VIDEO ART INTERMEDIATE EXPERIMENTAL FILM AND VIDEO	4
ART 358 or ART 332	ADVANCED GRAPHIC ART I TOPICS IN PHOTOGRAPHIC PRACTICE	4
Select one 300-level ART Studio Elective Course		4

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

Course	Title	Quarter Hours
SCU 207	SOCIAL AND HISTORICAL ISSUES IN EDUCATION	4
EE 281	INTRODUCTION TO EDUCATIONAL PRACTICE	4
SCU 337	HUMAN GROWTH AND DEVELOPMENT	4

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

Course	Title	Quarter Hours
SER 346	STRATEGIES FOR MAINSTREAMING AND INCLUSION	4

TCH 325	LITERACY IN THE CONTENT AREAS	4
TCH 365	ART AND PEDAGOGY	4
TCH 366	TEACHER AS ARTIST	4
TCH 380	THE TEACHER AS PROFESSIONAL	4
BBE 301	TEACHING ADOLESCENT ENGLISH LANGUAGE LEARNERS AND DIALECT SPEAKERS ACROSS THE CURRICULUM	4

¹ Taken in conjunction with TCH 366.

Open Electives: 8 quarter hours are 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: WRD 98, MAT 94, and MAT 95.

Student Teaching: 10 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. All students also take TCH 387, Capstone Seminar with student teaching (listed in the Liberal Studies section).

Course	Title	Quarter Hours
TCH 390	CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS	10
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 Visual Art majors must complete the following tests:

- Visual Art Content Area Test (test #145) – assesses elements, principles, and expressive features of the visual arts; creating and producing works of visual art; analyzing and evaluating works of visual art; and the role of the 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.