



SCHOOL OF EDUCATION EDUCATION

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ACADEMIC PROGRAMS

EARLY CHILDHOOD EDUCATION

ELEMENTARY EDUCATION

SECONDARY EDUCATION

MUSIC EDUCATION

PHYSICAL EDUCATION

TEACHER CERTIFICATION FOR COLLEGE GRADUATES

ADMISSION

COURSE DESCRIPTIONS

SCHOOL OF EDUCATION

DePaul University, founded on Judeo-Christian principles, continues to assert the relevance of these principles through higher education to our students. The University expresses these principles especially by passing on the heritage of St. Vincent DePaul: individual perfection manifested through purposeful involvement with other persons, communities and institutions. The School of Education manifests these principles in its purpose, and through its programs.

As an urban institution, the School is committed to improving primary and secondary education in the metropolitan area and, in particular, in the city of Chicago, by training professional urban educators. Framed within a commitment to diversity, the School of Education prepares all of its students to be "Urban Professional Multicultural Educators" who:

1. Integrate theory and practice
2. Consider multiple perspectives
3. Exhibit Vincentian personalism
4. Promote positive transformation
5. Function as life long learners.

FACULTY

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University of Michigan

GENERAL INFORMATION

ACADEMIC PROGRAMS

BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

BACHELOR OF ARTS IN ENGLISH, GEOGRAPHY, HISTORY, MATHEMATICS, MODERN LANGUAGES, SOCIAL SCIENCE, AND VISUAL ARTS.

BACHELOR OF SCIENCE IN BIOLOGY, CHEMISTRY, COMPUTER SCIENCE, MATHEMATICS, AND PHYSICS.

BACHELOR OF SCIENCE: LEARNING AND BEHAVIOR SPECIALIST (SPECIAL EDUCATION)

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION

ACCREDITATION

Teacher preparation programs at DePaul University are approved by the Illinois State Board of Education. All programs are fully approved by the Illinois State Board of Education. Furthermore, each program is accredited by the National Council for Accreditation of Teacher Education.

ADMISSION

Candidates interested in admission to the School should direct all inquiries to the Office of Admission, DePaul University, 1 East Jackson Boulevard, Chicago, Illinois 60604. Telephone (312) 362-8300; e-mail admitdpu@wppost.depaul.edu. The Office of Admission will provide each candidate with the required forms and instructions for filing the application. A nonrefundable application fee of \$25.00 is required of each applicant. For further information on the regulations and procedures governing admission, consult page 441 of the Bulletin.

Students who meet University admission requirements, have passed the Illinois Basic Skills examination, and have a 2.5 grade point average in previous college work at DePaul University, are eligible to apply for admission to one of the Teacher Education programs. Students who have not met these criteria, with the exception of Fitness Management majors, are designated as pre-education majors. There is no time limit to meet the criteria; however, students may not take education classes until they have done so. These criteria apply to all undergraduate students whether they begin as first year, transfer, re-admitted or inter-college transfer students. Students who already hold a Bachelor's Degree from an accredited institution and wish only to meet teacher certification requirements should contact the School of Education directly at (773) 325-7740.

SCHOOL OF EDUCATION GENERAL PROGRAM REQUIREMENTS COMPETENCE IN MODERN LANGUAGE

Students who intend to graduate with the Bachelor of Arts degree will be required to demonstrate competence in a modern language. Such competence may be demonstrated in one of several ways: by successful completion of two years of high school course work in a modern language, by achieving a score of 3 or higher on the Advanced Placement test, by a satisfactory score as determined by the Modern Language Department on the CLEP examination, or by taking appropriate course work. Note that CLEP scores may be used only to meet the language requirement. Credit is not awarded in modern languages on the basis of CLEP scores. Students who are required to do course work must demonstrate modern language competence equivalent to a complete introductory sequence (101-102-103). Students with some modern language training should consult with the Modern Language Department about the course with which they should begin. Students with little or no previous work in the language will be required to complete the entire three-course introductory sequence. B.A. students who meet this requirement 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. (See p. 8 for further details.)

LIBERAL STUDIES PROGRAM

The student's course of study in the Liberal Studies Program is part of the undergraduate program devoted exclusively to liberal education. The program seeks to balance and, when necessary, augment the student's course of study in the major field. All students in the School of Education are required to complete 76 quarter hours of liberal studies course work. Except for LSE 380, education students may not take education courses to fulfill liberal studies requirements. For more information concerning the purpose and curriculum of the Liberal Studies Program consult page 6 of the Bulletin. The number and distribution of the required course work is as follows:

Core: 28 quarter hours required; 20 quarter hours in the First Year Program (4 quarter hours in Discover Chicago or Explore Chicago, 4 quarter hours in Focal Point Seminars, 8 quarter hours in Composition and Rhetoric, 4 quarter hours in Quantitative Reasoning); 4 quarter hour sophomore seminar on Multiculturalism in the United States, junior year experiential learning

requirement (which is infused in the education curriculum), and 4 quarter hour senior capstone requirement (which will be taken with student teaching).

Arts and Literature: 2 quarter hours, required. At most, 2 courses from the same department or program.

Philosophical Inquiry: 8 quarter hours, required, including LSE 380.

Religious Dimensions: 8 quarter hours required; 4 quarter hours in patterns and problems, and 4 quarter hours in traditions in context.

Scientific Inquiry: 12 quarter hours required; 4 quarter hours in the biological sciences, 4 quarter hours in a physical science (including courses from chemistry, physics and environmental science), and 4 quarter hours with a quantitative component. Students may not take Math, Computer Science, Geography, or Psychology to meet this requirement. In addition, one of these courses must include a laboratory.

Self, Society and the Modern World: 12 quarter hours required. At most, 2 courses from the same department or program. PSC 120 required.

Understanding the Past: 8 quarter hours required; 4 quarter hours of United States history primarily between 1800-1945; 4 quarter hours of history pre-1800 from Asia, Latin America, Africa, or intercontinental or comparative history.

MODERN LANGUAGE OPTION

Students who wish to study a modern language, either for their own interest or for the requirements of their major field, may be able to substitute a three-course sequence in a modern language for two courses in two different domains except Scientific Inquiry. Interested students should contact an advisor for information concerning the regulations and procedures governing the exercise of the option. Courses will be applied in consultation with a School of Education advisor.

COURSE REDUCTION

While the equivalent of 14 courses is listed above as the requirement for the Learning Domains of the Liberal Studies Program, only 12 courses are required as programs reduce, by two, the number of courses required. Students who have not declared their major field should regard this as a comprehensive list of the Liberal Studies requirements and should elect their courses with the advice and consent of an advisor.

Students who have declared their major field should consult the distribution requirements below to determine the distribution of Learning Domain requirements. Since Learning Domain requirements vary from one major field to another, the student should not assume that courses, which satisfy the Learning Domain requirements for one major field, satisfy the requirements for another. The student should be certain to consult an advisor before taking courses in the Learning Domains. Academic advisement is an integral part of the Liberal Studies Program and necessary to the integration of the program with the requirements of the student's major field. The programs have made the following course reductions:

EARLY CHILDHOOD EDUCATION, ELEMENTARY EDUCATION, PHYSICAL EDUCATION, SECONDARY EDUCATION, AND SPECIAL EDUCATION PROGRAMS

Early Childhood Education Program: One course reduction in Religious Dimensions - 1 course is required in that domain and may be any course designated to meet this requirement. 1 course reduction in Arts & Literature - 2 courses are required in that domain and may be any courses designated to meet this requirement.

Elementary Education Program: One course reduction in Religious Dimensions - 1 course is required in that domain and may be any course designated to meet this requirement. 1 course reduction in Arts & Literature - 2 courses are required in that domain and may be any courses designated to meet this requirement.

Physical Education Programs: One course reduction Scientific Inquiry - 2 courses are required in that domain, 1 Physical Science and 1 quantitative science. 1 course reduction in Self Society & Modern World - 2 courses are required in that domain, 1 must be American Government (PSC 120) and the other may be any course designated to meet this requirement.

Secondary Education Programs: course reductions differ per major as follows:

Biology - Two course reductions in Scientific Inquiry - 1 course is required in that domain; it may be any course designated as meeting this requirement except a biology course.

Chemistry - Two course reductions in Scientific Inquiry - 1 course is required in that domain and it must be a biology course.

Computer Science - One course reduction in Self, Society & Modern World - 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement. 1 course reduction in Arts & Literature - 2 courses are required in that domain; they may be any courses designated as meeting this requirement.

English - Two course reductions in Arts & Literature - 1 course is required in that domain; it may be any course designated as meeting this requirement except an English course.

Geography - One course reduction in Understanding the Past - 1 course is required in that domain and it must be a United States History course. 1 course reduction in Self, Society & Modern World - 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement.

History - One course reduction in Understanding the Past - 1 course is required in that domain and it must be a United States History course. 1 course reduction in Self, Society & Modern World - 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement.

Mathematics - One course reduction in Self, Society & Modern World - 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement. 1 course reduction in Arts & Literature - 2 courses are required in that domain, they may be any courses designated as meeting this requirement.

Modern Languages - One course reduction in Self, Society & Modern World - 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement. 1 course reduction in Arts & Literature - 2 courses are required in that domain, they may be any courses designated as meeting this requirement.

Physics - Two course reductions in Scientific Inquiry - 1 course is required in that domain; it must be a biology course.

Social Sciences - One course reduction in Understanding the Past - 1 course is required in that domain, it must be a United States History course. 1 course reduction in Self, Society & Modern World - 2 courses are required in that domain; 1 must be PSC 120, the American Political System and the other may be any course designated to meet this requirement.

Visual Arts - Two course reductions in Arts and Literature - 1 course is required in that domain; it may be any course designated as meeting this requirement except an Art or Art History course.

Special Education (Learning and Behavior Specialist) Program: 2 course reductions in Self, Society & Modern World - 1 course is required in that domain and it must be PSC 120.

CLINICAL EXPERIENCES

Each student seeking a degree from the School of Education must complete supervised clinical experiences in appropriate settings. The clinical experiences comprise a minimum of 100 clock hours including 10 hours in special education settings, multicultural experiences, and a variety of grade levels. All hours must be completed prior to final approval for student teaching or an internship. Students should take care to register for the appropriate clinical experience course(s) (SCU 095, or ECE 091, 092, 093, 094) only once at the regular quarterly registration.

GENERAL EDUCATION

All students in the School of Education must satisfy requirements in general education of the Illinois State Board of Education. In some cases these requirements exceed those required in Liberal Studies.

- One course (4 quarter hours) in health and physical development selected from PE 071 and 111 (both must be taken to meet the requirement), PE 206 or 273 for all majors except for Physical Education. Early Childhood Education majors must take PE 273.

- **For Elementary Education majors**, 2 courses (8 quarter hours) of Mathematics for Elementary

Teachers, Math 110 and 111.

- **For Early Childhood and Elementary Education majors**, 7 courses (28 quarter hours) in a liberal arts concentration. Four courses (16 quarter hours) of the concentration must be taken at the 200 level or above. Concentrations may be chosen from the following areas: Anthropology, Art, Biology, Chemistry, Economics, English, Geography, History, Math, Modern Language, Philosophy, Physics, Political Science, Psychology, Religion or Sociology.

- **For Physical Education and Fitness Management majors**, 2 courses (8 quarter hours) in Anatomy, Bio 201, and Physiology, Bio 202.

- **For Secondary Social Science and Visual Arts majors**, 1 course (4 quarter hours) of an open elective.

- **For Elementary Education, Secondary Computer Science, English, Math, Modern Language and Special Education majors**, 2 courses (8 quarter hours) of open electives.

- **For Early Childhood, Physical Education, Fitness Management concentration, and Secondary Geography and History majors**, 3 courses (12 quarter hours) of open electives.

- **For Physical Education, Teaching concentration majors**, 5 courses (20 quarter hours) of open electives.

- **For Special Education (Learning and Behavior Specialist) majors**, 2 courses (8 quarter hours) of Mathematics for Elementary Teachers, Math 110 and 111 or Math 106 and 107. Also 4 courses in Psychology including PSY 105 or 106, PSY 333, PSY 334, and PSY 360.

REQUIREMENTS FOR STUDENT TEACHING

All students in the School of Education must meet the following requirements before applying for student teaching:

- Admission into the School of Education.
- Completion of all general education and Liberal Studies requirements.
- Completion of all education courses with a grade of C or better.
- Completion of the required clinical experiences.
- Cumulative G.P.A. of 2.50 or better. Secondary departments may set higher G.P.A.s and/or other specific requirements for students in that major.
- Evidence of communication (oral and written) and mathematical skills at a level satisfactory for teaching.
- Review and approval by Student Teaching Committee of the School of Education.

TEST REQUIREMENTS

The Illinois State Board of Education requires that a candidate for certification pass a test of basic skills and a test of content-area knowledge. Passage of the basic skills test is also a requirement for admission into the School of Education.

ACADEMIC PROGRAM REQUIREMENTS

Each student must complete the General and Liberal Studies requirements and the requirements of one of the programs in the specific areas listed below.

I. PROGRAM IN ELEMENTARY EDUCATION (EE)

This Bachelor of Science degree prepares students to teach in elementary schools (K-9).

Social and Cultural Studies in Education and Human Development: SCU 207, 336, SCU 337 or Psychology 303; and SCU 338 or 339.

Elementary Education courses: EE 281, 317, 324, 326, 333, 334, 344, 347, 355, and 385; and LSI 346.

II. PROGRAM IN PHYSICAL EDUCATION (PE)

This Bachelor of Science degree allows students to choose between two concentrations, Teaching or Fitness Management and Wellness. In addition to these major concentrations of study, there are sequences of courses, which could lead to minors and/or endorsements in Physical Education, Training, Coaching, and Health.

TEACHING CONCENTRATION

The teaching concentration is a state approved program that qualifies students to teach Physical Education for one of the following selected age levels: Elementary (K-6), Middle/Secondary (6-12), or Comprehensive, Elementary and Secondary (K-12).

REQUIRED COURSES

Social and Cultural Studies in Education and Human Development: SCU 207, SCU 336, 337 or Psychology 303.

Physical Education Courses: 111, 206, 302, 303, 341, 346, 351, 352, 360, 374, and 390.

Methods and Student Teaching Courses: (K-6), 317, and 378 for 12 quarter hours; (6-12), 372, SCU 339, and 379 for 12 quarter hours; (K-12), 317, 372, and 378/379 for 6 quarter hours each.

Activity Courses Sequences:

Movement Analysis I—Rhythms and Dance: PE 213.

Movement Analysis II—Aquatics: PE 121.

Movement Analysis III—Gymnastics: PE 151.

Movement Analysis IV—Team and Individual Sports: Five courses chosen from PE 181, 182, 183, 185, 186, 187, 276 or 277.

FITNESS MANAGEMENT AND WELLNESS CONCENTRATION

This concentration prepares individuals to enter careers in managing or developing fitness programs in small business or large corporate and/or recreational settings. Students are given scientific, managerial, and practical experience focusing on health/fitness programming, fitness testing and prescription, exercise leadership, personal training, and lifetime wellness and nutrition.

REQUIRED COURSES

Social and Cultural Foundations in Education: SCU 336 or 337 or Psychology 303. Commerce Courses: Management 300, Accounting 101, and Marketing 301.

Physical Education Courses: 111, 206, 273, 302, 303, 341, 346, 351, 352, 360, 362, 374, 380, and 390.

Activity Courses Sequences:

Movement Analysis I—Rhythms and Dance: *one* course chosen from 060 or 213.

Movement Analysis II—Aquatics: PE 121.

Movement Analysis III—Weight Training and Fitness: PE 066 and 071.

Movement Analysis IV—Team and Individual Sports: *four* courses chosen from PE 181, 182, 183, 185, 186, 187, 276 or 277.

PROGRAMS OF STUDY FOR A MINOR SEQUENCE IN PHYSICAL EDUCATION AND HEALTH ENDORSEMENT

The programs outlined below are intended for the student who desires to develop a second teaching area in physical education.

PROGRAM A: Physical Education minor sequence

Theory: PE 302, 317, 341, 345.

Activity: PE 111, 121, 151; and *two* courses from 181, 182, 183, 185, 186 or 187.

PROGRAM B: Coaching minor sequence

Theory: PE 302, 303, 345, 351, 352, 390, 391, 202.

PROGRAM C: Health minor (Leading to a teacher endorsement)

Theory: PE 206, 273, 302, 304, plus five additional courses to meet state requirements (see advisor).

III. PROGRAMS IN SECONDARY EDUCATION

Programs in Secondary Education leading to the Bachelor of Arts degree and certification include English, Geography, History, Mathematics, Modern Languages, and Social Science. Programs in Secondary Education leading to a Bachelor of Science degree and certification in grades 6-12 include Biology, Chemistry, Computer Science, Mathematics, and Physics. A total of 48-80 quarter hours in the major field is required. Consult School of Education and Department Advisor for requirements.

Biology
Chemistry
Computer Science
English
Geography
History

Mathematics
Modern Language
Physics
Social Science
Visual Arts

Social and Cultural Studies in Education and Human Development: SCU 207; 336, 337 or PSY 303; and SCU 338 or 339.

Secondary Education: SE 363; 364; 390; LSI 346; SE 325; SCU 338 or 339 and *one* special methods course in the teaching field. Visual Arts requires 2 special methods courses.

IV. PROGRAM IN EARLY CHILDHOOD EDUCATION

The Bachelor of Science degree program in Early Childhood Education leads to a teaching certificate (infancy through grade 3).

Social and Cultural Studies in Education and Human Development: SCU 207, 336.

Professional Education: ECE 091, 092, 093, 094, 286, 290, 302, 303, 307, 309, 310, 311, 331, 375, 384, and 385; and EE 324.

PROGRAM OF STUDY FOR A MINOR SEQUENCE IN EARLY CHILDHOOD EDUCATION

The ECE minor provides a learning opportunity to all DePaul Students for those interested in the care and education of young children. Students interested in this minor should consult home college advisors and secure permission from the Early Childhood Program to enroll. seven of eight courses: ECE 286, 290, 302, 303, 307, 309, 310, and 375 are chosen in consultation with the academic advisor and Early Childhood Program Coordinator.

V. PROGRAM IN SPECIAL EDUCATION (LEARNING AND BEHAVIOR SPECIALIST)

This Bachelor of Science degree prepares students to be special educators (K-12). It is currently offered at the Lake Forest (Barat) campus only. The Bachelor of Science degree program leads to a certificate in Special Education (Learning Behavior Specialist 1).

Social and Cultural Studies in Education and Human Development: SCU 207, 338.

Professional Education: LSI 330, 331, 332, 335, 351, 352, 361, 370, 371, 372, EE 324, 326, 333 and 347.

VI. PROGRAM IN MUSIC EDUCATION

The School of Music and the School of Education have cooperative programs for the preparation of teachers of vocal and instrumental music for both the elementary and secondary school. A Bachelor of Music degree with a teaching major in Music is awarded upon completion of the program. Complete information is contained in the School of Music Programs section of this Bulletin.

VII. MIDDLE SCHOOL ENDORSEMENT

According to State of Illinois certification guidelines, both Elementary and Secondary education students who wish to teach in a departmentalized middle school setting (grades 5 - 8) must meet three criteria:

1. Complete at least, 27quarter hours in a content area that is taught in middle grades. All secondary education majors have at least 1 content area based on their secondary education requirements. Most elementary education majors will have at least 1 content area based on their concentration requirements. Please discuss possible areas with an advisor.
2. Complete at least 1 course (4 quarter hours) in middle school methodology. All students have met this requirement through the DePaul School of Education courses. No additional courses are needed to meet this requirement.
3. Complete 1 course (4 quarter hours) in middle school philosophy and/or psychology. This course, SCU 339, Philosophy & Psychology of Middle Level Education, is a course option in the Common Core of the Elementary and Secondary Education programs.

The addition of SCU 339 to your program will allow you to receive a middle school endorsement. If you do not choose to take SCU 339, Elementary Education majors will be eligible

to teach in K to 4 only; Secondary education majors will be eligible to teach in grades 9 to 12 only.

Middle School Endorsements are only applicable to Elementary and Secondary Education students. Due to the certification grade levels, Early Childhood majors are not eligible for a middle school endorsement. Physical Education and music students are eligible for middle school endorsement if they choose to get both the elementary (K-9) and secondary (6-12) certificates.

VIII. TEACHER CERTIFICATION FOR COLLEGE GRADUATES

The School of Education offers an opportunity for graduates of accredited colleges and universities to prepare for a career in teaching in early childhood, elementary and secondary schools. Students may pursue certification through one of two options; one option combines certification with a Master's degree in Education, and the other concentrates solely on certification. Successful completion leads to a teaching certificate for the State of Illinois in the area of the student's specialization.

Candidates for the certification program must have completed an academic program that parallels the DePaul teacher education program in their selected area of content for teaching (English, History, Mathematics, etc.). Any deficiencies in general education must be cleared before a student will be permitted to complete his or her requirements in professional education.

No student will be permitted to student teach until all professional education courses are completed. In addition, the Illinois State Board of Education requires certification candidates pass a test of basic skills and a test of content-area knowledge.

SPECIAL PROGRAMS

The School of Education offers the following planned sequences of courses: Coaching, Physical Education, and Health Education Training. For students interested in pursuing general studies in education, courses are offered exploring such relationships as social justice and education, education in literature, and the politics of education. All students are invited to enroll in these Liberal Studies in Education courses.

STATE OF ILLINOIS CERTIFICATION

School of Education programs lead to state teacher certification. The State of Illinois requires that a candidate for certification pass a test of basic skills and a test of content area knowledge. Passage of the basic skills test is also a requirement for admission into the School of Education. Certification is not automatic upon completion of a program. The student must apply. Forms and procedural information are available in the School of Education office.

ACADEMIC ADVISOR

The School of Education provides an academic advisor who is responsible for the initial interviewing and counseling of all undergraduate degree seeking and certification students. It is the responsibility of the academic advisor to assist each new student with the selection of courses for each quarter in order to ensure academic progress toward graduation or certification in a timely fashion.

OFFICE OF EDUCATION CAREER SERVICES

The School of Education offers job search counseling for all its students. The Director's function is to advise students individually and work closely with schools and districts to identify job vacancies. Students can get information and advice on resume writing, interviewing skills, and all other aspects of the job search. Information is also available about teaching in other states and overseas. Other services include a credential file mailing service and posted vacancy announcements.

GRADUATE PROGRAMS

The School of Education offers the following programs leading to the master's degree:

- Educational Leadership
- Curriculum Studies
- Human Development and Learning
- Human Services and Counseling
- Language, Literacy and Specialized Instruction
- Social and Cultural Foundations in Education
- Teaching and Learning (Early Childhood, Elementary, and Secondary Certificates)

Undergraduate students who have completed all the necessary course requirements for the bachelor's degree may enroll for courses at the graduate level. To enroll in graduate courses undergraduate students must have the written permission of the Director of Enrollment Management.

COURSE LISTING BY CATEGORY

Liberal Studies in Education (LSE)

- 201 Diverse Values and Voices in Education.
- 210 Multiculturalism and Education.
- 254 The Politics of Education
- 258 Education and Social Justice.
- 300 Education and Literature.
- 310 Contemporary Issues in Education.
- 354 Culture, Context and Learning.
- 362 Identity and Education
- 380 Philosophical Issues in Education

Social and Cultural Foundations in Education (SCU)

- 095 Clinical Experiences with Children and Youth
- 207 Social and Historical Issues in Education
- 336 Adolescent and Adult Growth and Development
- 337 Human Growth and Development
- 338 The Process and Evaluation of Learning
- 339 Philosophy and Psychology of Youth and Middle Level Education
- 399 Independent Study

Elementary Education (EE)

- 195 Methods-Strategies in Teaching the Bilingual/Bicultural Child
- 203 School-Community Relations
- 204 Cultures in Contrast and Conflict
- 242 Teaching English as a Second Language
- 281 Introduction to Educational Practice
- 313 Bilingual Curriculum and Instruction at the Elementary Level
- 317 Physical Education and Classroom Management in the Elementary School
- 324 Reading/Language Arts in the Early Years
- 326 Reading/Language Arts in Intermediate and Middle Grades
- 327 Teaching Reading and Language Arts in the Elementary School-Emphasis on the Bilingual Child
- 333 Teaching and Learning Elementary School Mathematics
- 334 Elementary Science Inquiry Teaching Strategies
- 335 Psychology of Bilingualism
- 344 Art and Music in the Elementary School
- 347 Children's Literature
- 355 Methods: Contemporary Teaching of Social Studies
- 376 Workshop for Pre-Service Teachers
- 384 Capstone in Elementary Education
- 385 Elementary Student Teaching and Seminar
- 399 Independent Study

Secondary Education (SEC)

- 301 The Teaching of Writing
- 306 Teaching Literature
- 309 Teaching and Learning Secondary School Mathematics
- 310 Teaching, History, and Social Sciences in Secondary Schools
- 325 Literacy in the Content Areas

- 339 Teaching Science in the Secondary School
- 349 Teaching Modern Languages
- 363 Orientation to Secondary Teaching as a Profession
- 364 Methods: Curriculum and Instruction in Secondary Schools
- 365 Visual Art Education I: Histories of Looking
- 366 Visual Art Education II: Arts and Pedagogy
- 376 Workshop for Pre-Service Teachers
- 384 Capstone in Secondary Education
- 390 Secondary Student Teaching and Seminar
- 399 Independent Study

(LSI)Language, Literacy, and Specialized Instruction

- 330 Orientation to Special Education
- 331 Characteristics I: Cognitive and Learning Disabilities
- 332 Methods I: Cognitive and Learning Disabilities
- 335 Instructional Technology for All Students
- 346 Strategies for Mainstreaming and Inclusion
- 351 Characteristics II: Social-emotional and Behavioral Disorders
- 352 Methods II: Social-emotional and Behavioral Disorders
- 361 Characteristics and Methods III: Physical, Health, and Multiple Disabilities
- 370 Assessment in Special Education
- 371 Special Education Issues in Secondary Settings
- 372 Professional Practice in Special Education
- 380 Teaching Reading in the Content Areas
- 384 Capstone Experience in Undergraduate special Education
- 385 Student Teaching and Seminar in Special Education

Physical Education (PE)

- 060 Aerobics
- 066 Beginning Weight Training
- 070 Advanced Aerobics
- 071 Fitness and Conditioning
- 076 Advanced Weight Training
- 111 Motor Development Throughout the Life Span
- 121 Swimming
- 151 Gymnastics
- 181 Flag Football
- 182 Volleyball
- 183 Soccer-Speedball
- 185 Baseball-Softball
- 186 Track and Field
- 187 Basketball
- 206 Personal and Community Health
- 213 Folk-Social Dance
- 273 Health and Nutrition
- 276 Tennis
- 277 Golf
- 302 First Aid: Responding to Emergencies
- 303 Athletic Injuries
- 304 The School Health Program
- 317 Physical Education and Classroom Management in the Elementary School
- 341 Historical and Philosophical Foundations of Physical Education
- 346 Organization/Administration of Physical Education, Sports, and Fitness Programs
- 351 Kinesiology
- 352 Physiology of Exercise
- 360 Educational Psychology and Measurement of Learning
- 362 Fitness Testing, Assessment, and Prescription
- 372 Methods and Materials for Physical Education Curriculum and Instruction in the Secondary School
- 374 Adapted Physical Education

- 378 Elementary Student Teaching in Physical Education and Seminar
- 379 Secondary Student Teaching in Physical Education and Seminar
- 380 Internship in Fitness Management
- 384 Capstone in Physical Education
- 390 Psycho-Social Aspects of Exercise and Sport
- 391 Theory and Techniques of Coaching
- 392 Advanced Athletic Training Techniques
- 393 Therapeutic Modalities and Exercise
- 399 Independent Study or Pre-Student Teaching Experience

Early Childhood Education (ECE)

- 091 Clinical Experiences with Infants and Toddlers
- 092 Clinical Experiences with Young Children and Families
- 093 Clinical Experiences with Pre-Schoolers
- 094 Clinical Experiences in Primary Grades
- 286 Art, Music, and Movement for the Young Child
- 290 Child Growth and Development
- 302 Child and Family in the Urban Environment
- 303 History and Philosophy of Early Childhood Education
- 307 Speech and Language Development of the Young Child
- 309 Exceptional Child Growth and Development
- 310 Preprimary Programs: Curriculum and Strategy
- 311 Curriculum and Instruction in Primary Grades
- 331 Beginning Mathematics and Science Instruction
- 375 Early Childhood Assessment
- 376 Workshop for Pre-Service Teachers
- 384 Capstone in Early Childhood Education
- 385 Early Childhood Student Teaching and Seminar
- 399 Independent Study in Early Childhood Education

COURSES

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