



## SCHOOL OF EDUCATION

### **ADMINISTRATION**

CLARA JENNINGS, Ph.D.

*Dean*

CAROL WREN, PH.D.

*Associate Dean for Academic Programs and Accreditation*

MICHAEL M. TOWNSEND, Ed.D.

*Assistant Dean for Student Affairs*

SALLY JULIAN, M.Ed.

*Assistant Dean for Field Experiences and Outreach*

TIFFANY ASHLEY

*Operations Manager*

JOHN BOLLWARK

*Data Project Manager*

MARGARET STRZYNSKI

*Budget Manager*

### **STUDENT AFFAIRS TEAM**

LAURA BONDURANT

*Academic Advisor*

LYNN BRYAN

*Academic Advisor*

MONICA HINCHEY

*Director, Graduate Admissions*

EVELYN HUMPHRIES

*Academic Advisor*

CHERYL MASSEY

*Academic Advisor*

MELANIE MATTHEWS

*Office Assistant*

DAVID NISSIM-SABAT

*Academic Advisor*

BENJAMIN RICHARDS

*Academic Advisor*

BRANDON WASHINGTON

*Coordinator, Graduate Admissions*

MELINDA WESONGA

*Academic Advisor*

### **FIELD EXPERIENCES TEAM**

AMY BORDWELL

*Coordinator of Field Experiences*

SARA FILIPIAK

*Coordinator of Field Experiences*

## GENERAL INFORMATION

**D**ePaul 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 of Education is committed to improving primary and secondary education in the metropolitan area and, in particular, in the city of Chicago. Framed within a commitment to promote and support diversity, the School of Education prepares all of its students to be "Urban Professional Multicultural Educators" who:

- Promote positive transformation
- Consider multiple perspectives
- Integrate inquiry, theory, and practice
- Exhibit Vincentian personalism
- Function as life long learners.

## FACULTY

**ENORA BROWN, PH.D.,**

*Associate Professor*

University of Chicago

**ELLEN BURDGE, M.S.,**

*Visiting Instructor*

Framingham State College

**RONALD CHENNAULT, PH.D.,**

*Assistant Professor*

Pennsylvania State University

**NELL COBB, ED.D.,**

*Associate Professor*

Illinois State University

**JENNIFER COHEN, PH.D.,**

*Assistant Professor*

University of Illinois at Chicago

**DOLORES CROSS, PH.D.,**

*Visiting Scholar*

University of Michigan

**SHARON DAMORE, ED.D.,**

*Assistant Professor*

University of Houston

**MARIE ANN DONOVAN, ED.D.,**

*Associate Professor*

Harvard University

**ANTHONY DOSEN, C.M., PH.D.,**

*Assistant Professor*

Marquette University

**MARTHA DREWTH-FEWELL, PH.D.,**

*Assistant Professor*

University of Illinois at Chicago

**JAMES DUIGNAN, M.F.A.,**  
*Associate Professor*  
University of Illinois at Chicago

**LUCILE FELBINGER, PH.D.,**  
*Assistant Professor*  
Northwestern University

**ANNA MARIE FRANK, ED.D.,**  
*Assistant Professor*  
National Louis University

**JOSEPH GARDNER, PH.D.,**  
*Assistant Professor*  
Stanford University

**JORDAN HAMSON, M.S.,**  
*Visiting Instructor*  
Northeastern Illinois University

**MARGARET HARRIGAN, ED.D.,**  
*Superintendent in Residence*  
Loyola University of Chicago

**STEPHEN HAYMES, PH.D.,**  
*Associate Professor*  
Miami University of Ohio

**MINDY KALCHMAN, PH.D.,**  
*Assistant Professor*  
University of Toronto

**KATHERINE KAPUSTKA, PH.D.,**  
*Assistant Professor*  
Teachers College, Columbia University

**ANDREA KAUFMAN, J.D., M.ED.,**  
*Assistant Professor*  
Harvard University

**HANNA KIM, PH.D.,**  
*Assistant Professor*  
University of Texas

**RICHARD KOZOLL, PH.D.,**  
*Assistant Professor*  
University of Illinois

**JEFFREY KUZMIC, PH.D.,**  
*Associate Professor*  
Indiana University

**JOAN M. LAKEBRINK, PH.D.,**  
*Professor*  
University of Wisconsin

**CATHERINE LARSEN, PH.D.,**  
*Assistant Professor*  
Northwestern University

**PAUL LAWSON, PH.D.,**  
*Visiting Instructor*  
University of Chicago

**YO-AN LEE, PH.D.,**  
*Assistant Professor*  
Ohio State University

**MARIA TEREZA LINS-DYER, M.A.,**  
*Visiting Instructor*  
University of Illinois at Chicago

**PAULINE LIPMAN, PH.D.,**  
*Associate Professor*  
University of Wisconsin

**KATHLEEN LISTON, M.ED,**  
*Visiting Instructor*  
DePaul University

**JENNIFER LONCOLA, PH.D.,**  
*Assistant Professor*  
University of Illinois at Chicago

**GINGER MALIN, PH.D.,**  
*Assistant Professor*  
University of Illinois at Chicago

**FR PATRICK MCDEVITT, PH.D.,**  
*Assistant Professor*  
Loyola College, Maryland

**GAYLE MINDES, ED.D.,**  
*Professor*  
Loyola University of Chicago

**CHRISTOPHER MURRAY, PH.D.,**  
*Assistant Professor*  
University of Washington

**BARBARA KIMES MYERS, PH.D.,**  
*Professor*  
University of Illinois

**JO ELLEN O'CONNELL, PH.D.,**  
*Associate Professor*  
Loyola University of Chicago

**ROXANNE F. OWENS, PH.D.,**  
*Associate Professor*  
University of Illinois at Chicago

**PETER PEREIRA, A.M.T.,**  
*Associate Professor*  
Harvard University

**AMIRA PROWELLER, PH.D.,**  
*Associate Professor*  
State University of New York, Buffalo

**BARBARA R. RADNER, PH.D.,**  
*Associate Professor*  
University of Chicago

**BERNARD RICCA, PH.D.,**  
*Associate Professor*  
University of Michigan

**STEVEN ROGG, PH.D.,**  
*Assistant Professor*  
Purdue University

**FRANCES RYAN, D.C., A.C.S.W., PH.D.,**  
*Professor*  
Loyola University of Chicago

**KENNETH SALTMAN, PH.D.,**  
*Assistant Professor*  
Pennsylvania State University

**KENNETH SARUBBI, D.P.E.,**  
*Associate Professor*  
Indiana University

**JAMES J. SERI, M.S.,**  
*Professor Emeritus*  
University of Wisconsin

**PENNY SILVERS, ED.D.,**  
*Assistant Professor*  
National Louis University

**BARBARA A. SIZEMORE, PH.D.,**  
*Professor Emerita*  
University of Chicago

**SONIA SOLTERO, PH.D.,**  
*Assistant Professor*  
University of Arizona

**LAYLA SULEIMAN, PH.D.,**  
*Assistant Professor*  
Loyola University of Chicago

**DUNCAN SYLVESTER, PH.D.,**  
*Assistant Professor*  
University of Iowa

**JOHN R. TACCARINO, PH.D.,**  
*Associate Professor*  
Northwestern University

**AKIHIKO TAKAHASHI, PH.D.,**  
*Assistant Professor*  
University of Illinois

**SO-YOUNG TIKOO, PH.D.,**  
*Assistant Professor*  
University of Iowa

**KATHERINE VAN SLUYS, PH.D.,**  
*Assistant Professor*  
Indiana University

**RAFAELA WEFFER, PH.D.,**  
*Professor*  
Illinois Institute of Technology

**JOY WHITMAN, PH.D.,**  
*Associate Professor*  
West Virginia University

**KATHRYN C. WIGGINS, PH.D.,**  
*Associate Professor*  
Michigan State University

**NANCY WILLIAMS, PH.D.,**  
*Professor*  
Northwestern University

**JAMES WOLFINGER, PH.D.,**  
*Assistant Professor*  
Northwestern University

**CHRISTOPHER WORTHMAN, PH.D.**  
*Assistant Professor*  
University of Illinois at Chicago

**CAROL T. WREN, PH.D.,**  
*Associate Professor*  
Northwestern University

**LILIANA ZECKER, PH.D.,**  
*Associate Professor*  
University of Michigan

## **SCHOOL OF EDUCATION DEPARTMENTS**

### **DEPARTMENT OF LEADERSHIP IN EDUCATION, LANGUAGE, AND HUMAN SERVICES**

**T**he Department of Leadership in Education, Language and Human Services is a multidisciplinary academic body that aims to fully prepare urban multicultural professional practitioners and leaders to work in a variety of educational and community settings. Practitioners who complete a course of study offered by our department will contribute to their respective fields, balance theory with practice, consider multiple points of view in decision making, promote positive transformations in the settings in which they are engaged, and continue to function as life long learners. The practitioner's professional role is shaped by ongoing reflection and positive engagement with the individual, the community, and the larger sociopolitical realities. The preparation we offer practitioners demonstrates our commitment to social justice, critical pedagogy, and positive educational transformation. The disciplines in the Department address these themes from a variety of perspectives that include language and culture, curriculum theory and development, special education and other specialized instruction, human services and counseling, and educational leadership in administration and supervision.

The following graduate programs are offered at Lincoln Park:

- M.A or M.Ed. in Bilingual Bicultural Education
- M.A or M.Ed. in Curriculum Studies
- M.A or M.Ed. in Educational Leadership
- M.A or M.Ed. in Human Services and Counseling
- M.A or M.Ed. Language, Literacy, and Specialized Instruction

A doctoral program, Ed.D. degree, with concentrations in Curriculum Studies and Educational Leadership is offered by the School of Education and administered jointly across departments.

### **DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND RESEARCH**

**T**he Department of Education Policy Studies and Research (EPSR) studies the complex dynamic interplay between the individual, society, and sociocultural processes that unfold in multiple educational contexts. It offers courses examining educational theories, institutions, practices, policies, and human development across the life span, and issues in education research. EPSR represents the foundational disciplines of history, philosophy, psychology, sociology and human development as they are related to the study of education. It also considers debates about investigative methodology in education, and the contribution of research to the understanding of educational and social problems. Accordingly, its courses examine questions of disciplined inquiry, theoretical discourse, educational and social development, inequality, economic and political change, and cultural identity in relation to formal and informal education, in schools and related settings. The study of these issues is informed by an ethical disposition that features a critical examination of assumptions regarding norms and standards, and the quest for social justice. The Department provides disciplinary and research course work for students in other programs of the School, while also preparing students from EPSR for positions in, for example, government, service organizations, private foundations and institutes, adult education and training, cultural organizations, as well as for doctoral work in educational policy studies for a university teaching and research career.

The Department is the home of the School of Education's DePaul Institute for Teacher Development and Research, directed by EPSR faculty. The Institute's focus is the quality of teacher's work life, professionalism, the impact of high stakes testing and standards on teaching and learning, the social context of urban schools, and issues of equity and social justice. The Institute focuses on these issues with the goal of contributing to teacher development, research, and policy to improve urban schools. A defining feature of the Institute is its partnership with community-based organizations and organizations of teachers whose perspectives are generally excluded from policy-making decisions about urban schools. Three interrelated core activities

define the Institute's work: continuing professional development, research, and policy.

In addition, the following graduate program is offered at Lincoln Park:

- M.A in Social and Cultural Foundations in Education

#### **DEPARTMENT OF TEACHER EDUCATION - Lincoln Park (and Naperville)**

**T**he 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 Professional Development 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.

The following programs are offered at the Lincoln Park campus:

- M.A or M.Ed. in Early Childhood Education
- M.A or M.Ed. in Elementary Education (also offered at the Naperville campus)
- M.A or M.Ed. in Secondary Education: Biology, Chemistry, Computer Science, English, Geography, History, Mathematics, Modern Languages, Social Science, Physics and Visual Arts.

#### **DEPARTMENT OF TEACHER EDUCATION - Barat (Lake Forest) Campus**

**T**he Teacher Education Department on the Barat Campus prepares Urban Professional Multicultural Educators through integrated theory and practice programs of courses and field experiences. Programs offered are designed for the preparation of future educators as well to provide for the professional development needs of today's 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. The practitioners and teacher candidates are engaged in critical reflection upon their practice throughout the program. We foster engagement in schools through our experience-based collaboration with public and private schools 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.

The following programs are offered at the Barat campus:

- M.A or M.Ed. in Elementary Education
- M.A or M.Ed. in Secondary Education
- M.A or M.Ed. in Curriculum Studies
- M.A or M.Ed. in Educational Leadership

#### **ADMISSION REQUIREMENTS**

**A**pplicants to master's degree programs must have a bachelor's degree from an accredited college or university. Applicants to the doctoral program must have a master's degree from an accredited college or university. Please consult specific programs for admission requirements.



## **PROGRAM REQUIREMENTS**

**M**aster's programs require at minimum of 52 quarter hours of coursework, depending on degree and concentration. Completion of a thesis and an oral defense before a committee of three faculty members leads to a Master of Arts degree. The Master of Education degree requires two 20-25 page papers related to coursework; one reviews literature in an area of interest and the other is an integrative paper relating theory and practice. Both papers are supervised by a faculty member. Consult Thesis and Masters Papers Handbook. The Teaching and Learning program requires no additional research for a Master of Education degree.

The doctoral program requires a minimum of 68 quarter hours of coursework. Completion of a dissertation and an oral defense before a committee of three faculty members leads to a Doctor of Education degree. Consult Ed.D. handbook for additional details.

## **CERTIFICATION**

**T**he School of Education offers approved programs for State of Illinois certification in six areas of study. This means students may be eligible for the following certificates upon completion of the respective programs:

Type 03	Elementary (K-9) Teaching
Type 04	Early Childhood Education
Type 09	Secondary (6-12) Teaching
Type 10	Special (K-12): Learning and Behavioral Specialist I
Type 10	Special (K-12): Reading Specialist
Type 73	School Service Personnel Certificate: School Counseling
Type 75	Administrative Certificate: General Administrative Endorsement
Type 75	Administrative Certificate: Superintendent Endorsement

Please note that state certificates include requirements beyond program requirements. For Type 03, 04, and 09 certificates three are required: a test of basic skills, a test of subject matter knowledge, and a test of professional teaching knowledge and skills. For Type 10, 73, and 75 certificates a test of content area knowledge is required. The tests are given by the State of Illinois at regularly scheduled times each year. Students are advised to confer with program faculty or the academic advisors for further information.

Certification is not automatic upon completion of a program. The student must apply. Forms and procedural information are available in the School of Education.

Timeliness is important. Ordinarily, only graduate work completed within the past ten years is acceptable for purposes of applying courses for certification requirements. If the degree was granted more than ten years past, the Assistant Dean in consultation with program faculty may grant a recommendation for certification upon the successful completion of appropriate courses and/or comprehensive examinations in the program. In all instances current certification requirements must be met.

## **PROBATION AND DISMISSAL**

**S**tudents who are accepted unconditionally into the program are subject to probation if their GPA falls below 3.0. The student remains on probation until four additional courses are taken at which time a new evaluation is done. If at that time the GPA is raised to 3.0 the probationary status will be removed. If, however, the GPA is not raised to 3.0 the student will be dismissed for poor scholarship and prohibited from registering for additional coursework.

A student who has been dismissed may, after a period of time, petition the Dean of the School of Education for reinstatement. The petition must provide information that would demonstrate a change in the student's circumstances that would support the reasonable possibility for successful completion of the program. The Dean's decision, after consultation with the faculty in the student's program, if favorable, may stipulate conditions of reinstatement.

## **READMISSION AND PROGRAM COMPLETION**

**S**tudents who have not taken classes for one year or more must reapply for admission. Depending on the length of time the student has stopped out, repetition of courses or additional courses may be required by the department or program. In all cases, the student is bound by the program requirements in force at the time of readmission.

Timely completion of a program is important. Students are allowed seven years to complete the graduate degree. A petition in writing for a one-year extension may be approved by the department or program.

## **GRADUATION REQUIREMENTS**

**S**tudents must meet all requirements listed below for graduation. For master's programs, all work, including M.A. thesis or M.Ed. papers and induction courses must be completed before the student may participate in the commencement exercises. For the doctoral programs, all work, including the dissertation, must be completed before the student may participate in the commencement exercises.

- Completion of all required coursework
- Completion of M.A. thesis, M.Ed. papers, or doctoral dissertation
- Cumulative GPA for coursework of 3.0. (No more than two grades of C can be accepted, and then only if there are corresponding grades of higher value to produce a GPA of 3.0.)

## **GRADUATION WITH DISTINCTION**

### **Advanced Master's Degree Programs**

- Completion of all coursework with a cumulative GPA of 3.75 and no grade below a B-, and
- Completion of M.A. thesis or M.Ed. papers "with distinction."

### **Teaching and Learning Program**

- Completion of all coursework with a cumulative GPA of 4.0

Please refer to Handbook for Graduate Studies in the Graduate Bulletin for additional university requirements and deadlines.

## **PROGRAM DEGREE REQUIREMENTS**

### **DEPARTMENT OF LEADERSHIP IN EDUCATION, LANGUAGE, AND HUMAN SERVICES**

#### **BILINGUAL BICULTURAL EDUCATION PROGRAM**

**T**he Bilingual/Bicultural Education program offers a comprehensive and in-depth examination of the linguistic, academic, social, and cultural needs of English language learners by addressing second language acquisition and bilingual/ESL educational theory, research, and practice. The foundation of the program rests on the sociopolitical, linguistic, and cultural implications of approaches to language education and language policies. The program offers two concentrations for state endorsement, bilingual education and English as a second language (ESL).

#### **Degree Program**

- Master of Arts or Master of Education: Bilingual/Bicultural Education

#### **Campus Location**

- Lincoln Park

#### **Certification Option**

- An Illinois teaching certification option along with the master's degree is available. Consult program faculty.

### Endorsements

- Bilingual Education (requires an Illinois proficiency test in the target language)
- English as a Second Language (ESL)

### Admission Requirements

- A bachelor's degree conferred by an accredited institution.
- A previous grade point average of 2.75 or above on a 4.0 scale.
- A resume or curriculum vitae
- Two letters of recommendation from professors or supervisors.
- Two official transcripts from all colleges and/or universities attended.
- Statement of purpose indicating professional development goals and related experience (750 words)

### Degree Requirements

#### Courses (52 quarter hours)

Three Social and Cultural Foundations courses (12 hours)

**SCG 408** Education and Society

**SCG 410** Introduction to Research: Purpose, Issues and Methodologies

Choose one of the following:

**SCG 403** Human Development and Learning: Elementary or

**SCG 404** Human Development and Learning: The Early Years or

**SCG 406** Human Development and Learning: Secondary

Seven Bilingual/Bicultural courses (28 hours):

**BBE 402** Bilingual-Bicultural Curriculum Development

**BBE 404** Language, Literacy, and Culture

**BBE 407** Equity Issues in Assessment

**BBE 425** Biliteracy, Language and Content in Bilingual Education

**BBE 466** First and Second Language Acquisition

**BBE 510** Advanced Language Seminar

**BBE 524** Methods of ESL Literacy and Language Development

**BBE 406** Sociopolitical and Historical Perspectives in Bilingual Education  
(required for bilingual endorsement only)

Or

**BBE 526** Theoretical Foundations of Teaching ESL  
(required for ESL endorsement only)

Research course (4 hours):

**BBE 520** Research Methods in Bilingual and Second Language Education  
(prerequisite: SCG 410)

#### Thesis/Oral Examination or Papers

Master of Arts. The master's thesis is written to fulfill the requirements of this course.

Oral examination on thesis required.

**BBE 589** Thesis Research in Bilingual/Bicultural Education (4 hours).

Master of Education: Two papers in conjunction with faculty advisement

**BBE 606** Review of Literature (non-credit), and

**BBE 607** Integrative Paper (non-credit)

### Grade Requirements

- To receive graduate credit for an upper-level undergraduate course a grade of B- or better must be attained.
- A grade of C-, D+, or D is unacceptable for graduate credit in this program, and if earned in a required course must be repeated or substituted as directed by the department or program. Such grades remain on the academic record and are calculated into the cumulative GPA.

### Endorsement Only

**Courses** (28 hrs for 1 endorsement, 32 hours for 2 endorsements)

**BBE 402** Bilingual-Bicultural Curriculum Development

**BBE 404** Language, Literacy, and Culture

**BBE 407** Equity Issues in Assessment

**BBE 425** Bilitery, Language and Content in Bilingual Education  
**BBE 466** First and Second Language Acquisition  
**BBE 524** Methods of ESL Literacy and Language Development  
**BBE 406** Sociopolitical and Historical Perspectives in Bilingual Education  
(required for bilingual endorsement only)

Or

**BBE 526** Theoretical Foundations of Teaching ESL  
(required for ESL endorsement only)

### **CURRICULUM STUDIES PROGRAM**

**T**he Curriculum Studies program is designed to enhance professional practice in teaching, curriculum development, or the administration of a department or educational program. It aims to equip leaders in a variety of educational settings with the skills necessary to develop, justify, evaluate, and modify curricula so that the needs of students, especially those in urban environments, will be better served.

The program includes a set of carefully chosen electives to support a student's career goals. These courses may be individually selected in consultation with an advisor or an approved sequence which has been designed to meet identified needs. Approved career emphasis sequences are available in bilingual education, early childhood education, ESL, multicultural education, reading, and supervision. Other sequences are being designed to meet emerging needs. See a faculty advisor for additional information.

#### **Degree Programs**

- Master of Arts or Master of Education: Curriculum Studies

#### **Campus Location**

- Barat
- Lincoln Park

#### **Admission Requirements**

- A bachelor's degree conferred by an accredited institution.
- A previous grade point average of 2.75 or above on a 4.0 scale.
- Two years of successful teaching, pupil personnel work, or other appropriate work experience.
- Two letters of recommendation from professors or supervisors.
- One official transcript from all colleges and/or universities attended.
- Evidence of adequate background for the program.

#### **Degree Requirements**

**Courses** (52 quarter hours)

Three Social and Cultural Studies courses (12 hours)

**SCG 410** Introduction to Research: Purposes, Issues and Methodologies

Choose one of the following:

**SCG 401** Advanced Developmental Psychology

**SCG 402** Psychology of Learning

**SCG 403** Human Development and Learning, Elementary

**SCG 406** Human Development and Learning, Secondary

**SCG 439** Philosophy and Psychology of Middle Level Education

Choose one of the following:

**SCG 408** Education and Society

**SCG 409** Reflective Seminar: Sociology of Education

**SCG 411** Reflective Seminar: Philosophy of Education

Three Curriculum Design and Evaluation courses chosen from the following (12 hours):

**CS 485** Curriculum/Program Evaluation

**CS 487** Introduction to Curriculum Deliberation

**CS 488** Designing and Interpreting Curriculum

**CS 591** Curriculum Theorizing: Multiple Lenses

One course in Supervision or Human Relations from the following (four quarter hours):

**A&S 498** Principles and Practices of Supervision

**A&S 590** Organizational Development

Five career emphasis courses (20 hours):

These courses should be a set of carefully chosen electives to support the student's career goals. A student may elect to take a sequence of courses approved for Curriculum Studies students or plan an individual sequence in consultation with his or her advisor. *A student pursuing an individually designed career emphasis sequence must write a rationale for the sequence which, when approved, will be placed in his/her file.*

One Research course selected from the following (4 hours):

<b>CS 580</b>	Research Seminar in Curriculum Studies (for M.Ed.)
<b>CS 582</b>	Practicum in Curriculum Studies (for M.Ed.)
<b>CS 589</b>	Thesis Research in Curriculum Studies (for M.A. )

### **Thesis/Oral Examination or Papers**

Master of Arts. The master's thesis is written in conjunction with CS 589 (above) to fulfill the requirements of this course. Oral examination on thesis required.

Master of Education: Two papers in conjunction with faculty advisement

<b>CS 606</b>	Review of Literature (non-credit), and
<b>CS 607</b>	Integrative Paper (non-credit)

### **Grade Requirements**

- To receive graduate credit for an upper-level undergraduate course a grade of B- or better must be attained.
- A grade of C-, D+, or D is unacceptable for graduate credit in this program, and if earned in a required course, must be repeated or substituted as directed by the department or program. Such grades remain on the academic record and are calculated into the cumulative GPA.

### **EDUCATIONAL LEADERSHIP PROGRAM**

**T**he purpose of this program is to prepare educational personnel for administrative and supervisory positions in schools, business, and a variety of human services agencies. This discipline-based program includes concepts, research findings, and models of inquiry in social sciences. The program is also theory and problem-based in that it addresses the relevant theories of organization, leadership, and curriculum and contemporary issues likely to confront administrators and supervisors. Finally, the program is career-based given that it focuses on the examination of administrative and supervisory functions and objectives within a variety of settings and for different purposes.

### **Degree Programs**

- Master of Arts or Master Of Education: Educational Leadership

### **Campus Location**

- Barat
- Lincoln Park

### **Concentrations within the Program**

- Administration and Supervision Concentration
- Physical Education Concentration (Lincoln Park only)

### **Certification**

- Type 75--General Administrative endorsement  
Students holding valid Illinois teaching certificates with two years successful teaching or other pupil personnel experience may be eligible for the Illinois Administrative Endorsement upon completion of the Administration and Supervision concentration. **Note:** Courses in this program leading to the Type 75 General Administrative Endorsement are designed for practicing educators and are *not* open to students seeking a first teaching certificate (Teaching and Learning).

- Athletic Coaching

Students may be eligible for coaching certification in the State of Illinois through the Illinois Athletic Coaching Certification Board upon completion of the Physical Education concentration.

### **Admission Requirements**

- A Bachelor's degree conferred by an accredited institution.
- A previous grade point average of 2.75 or above on a 4.00 scale.
- Two years of successful teaching or other appropriate work experience.
- Two letters of recommendation from professors or supervisors.
- One official transcript from each college or university attended.
- Essays on given topic.
- Interview with program advisor.
- Evidence of adequate background for the program.
- On-site writing sample

### **Degree Requirements: Administration and Supervision Concentration**

**Courses:** (minimum of 52 quarter hours)

Social and Cultural Foundations (12 hours)

**SCG 401**      Advanced Developmental Psychology

OR

**SCG 402**      Psychology of Learning

**SCG 408**      Education and Society

**SCG 410**      Introduction to Research: Purposes, Issues and Methodologies

Curriculum (4 hours)

Select one:

**CS 485**      Curriculum/Program Evaluation

**CS 487**      Introduction to Curriculum Deliberation

**CS 488**      Designing and Interpreting Curriculum

**CS 591**      Curriculum Theorizing: Multiple Lenses

Administration and Supervision (24 hours)

**A&S 491**      Administrative Theory and Behavior

**A&S 494**      School Finance

**A&S 495**      School Law

**A&S 496**      Home, School, Community Relations

**A&S 498**      Principles and Practices of Supervision

**A&S 586**      Administrative Uses of Technology in Educational Settings

Electives (4-8 hours) (M.A. 1 course, M.Ed. 2 courses)

**A&S 492**      The Principalship

**A&S 499**      Clinical Supervision

**A&S 590**      Organizational Development

**A&S 596**      Human Resource Management

**A&S 597**      Politics of Education

(M.Ed. elective: students who have career needs in a subject matter field may substitute one course in a cognate discipline. This course needs the written approval of the program advisor.)

Practicum or Internship (4 hours)

**A&S 593**      Practicum in Educational Leadership

**A&S 594**      Internship in Educational Leadership

### **Thesis/Oral Examination or Papers**

Master of Arts. The master's thesis is written to fulfill the requirements of this course.

Oral examination on thesis required.

**A&S 599**      Thesis Seminar in Education Leadership (4 hours).

Master of Education: Two papers in conjunction with faculty advisement

**A&S 606**      Review of Literature (non-credit), and

**A&S 607**      Integrative Paper (non-credit)

## **Degree Requirements: Physical Education Concentration**

**Courses** (52 quarter hours)

Foundations (12 hours)

<b>SCG 401</b>	Advanced Developmental Psychology
OR	
<b>SCG 402</b>	Psychology of Learning
<b>SCG 408</b>	Education and Society
<b>SCG 410</b>	Introduction to Research: Purposes, Issues and Methodologies

Administration and Supervision (16 quarter hours)

<b>A&amp;S 491</b>	Administrative Theory and Behavior
<b>A&amp;S 495</b>	School Law
<b>A&amp;S 496</b>	Home, School, Community Relations
<b>A&amp;S 498</b>	Principles and Practices of Supervision

Physical Education (16 quarter hours)

Course substitutions may be made with consent of the advisor

\*Required for Athletic Coaching Certification

<b>PE 450</b>	*Psychology of Sport Behavior and Athletic Performance
<b>PE 451</b>	*Current Issues and Trends in Athletics and Physical Education
<b>PE 452</b>	*Exercise Science and Sport
<b>PE 453</b>	Advanced Health Concepts
<b>PE 454</b>	Advanced Care of the Athlete

Elective Course (1 course for M.A., 2 courses for M.Ed.) (4-8 hours)

### **Thesis and Oral Examination or Papers**

Master of Arts: The master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required

**A&S 599** Thesis Seminar in Education Leadership (4hours)..

Master of Education: two papers with faculty supervision

**A&S 606** Review Paper (non-credit)  
**A&S 607** Integrative Paper (non-credit)

### **Grade Requirements for All Concentrations**

- To receive graduate credit for an upper-level undergraduate course a grade of B- or better must be attained.
- A grade of C-, D+, or D is unacceptable for graduate credit in this program, and if earned in a required course must be repeated or substituted as directed by the department or program. Such grades remain on the academic record and are calculated into the cumulative GPA.

## **HUMAN SERVICES AND COUNSELING PROGRAM**

**T**he program in Human Services and Counseling fosters leadership in social policy and provides professionals with theoretical frameworks and competencies that prepare them in counseling and consulting services. Career opportunities include school counseling in elementary and secondary schools; working with young children and families as a child support specialist; human resources partnerships with community agencies; higher education counseling in colleges; career development; counseling in hospitals or institutional-care settings; counseling with aging people; group counseling; marriage and family counseling; or counseling in private practice.

### **Degree Programs**

- Master of Arts or Master of Education: Human Services and Counseling

### **Campus Location**

- Lincoln Park

### **Concentrations (Major Sequences) within the Program**

- Human Services Management & Higher Education
- School Counseling
- Family & Child Specialist in Early Intervention
- Agencies, Families, Higher Education *with Licensure*

### **Certification and State Licensure**

See information under each Major Sequence

### **Admission Requirements for All Major Sequences**

- A bachelor's degree from an accredited institution.
- GPA of 2.75 on a 4.0 scale.
- One year of successful teaching or full-time paid work experience (after bachelor's degree).
- Two letters of recommendation from professors or work supervisors.
- One official transcript from each college or university attended.
- Interview with program faculty.

### **Degree Requirements: Human Services Management, Higher Education Major Sequence**

#### **Courses** (48 hours)

Social and Cultural Foundations courses (8 hours)

**SCG 401** Advanced Developmental Psychology

**SCG 410** Introduction to Research: Purposes, Issues and Methodologies

Counseling courses (28 hours)

**HSC 452** Introduction to the Counseling Profession

OR

**HSC 453** Historical and Diverse Social Frameworks in Human Services

**HSC 454** Human Services and Counseling for Career Development

**HSC 458** Facilitating Human Services through the Group Process

**HSC 464** Consulting in Human Services

**HSC 467** Counseling Theory and Psychopathology

**HSC 468** Current Issues in Human Services and Counseling

**HSC 501** Counseling Skills for Effective Human Interaction

Management Concentration (12 hours)

**A&S 498** Principles and Practices of Supervision

**A&S 590** Organizational Development

**A&S 596** Human Resource Management

OR

Higher Education Concentration (12 hours)

**HSC 465** Principles and Practices of Higher Education Personnel

**HSC 456** Counseling the College-Bound Student

**HSC 461** Use of Tests in Appraisal and Development

#### **Internship & Research** (8 hours)

Prerequisites: 7 completed courses including HSC 467, HSC 501, and HSC 458. Permission to be enrolled in Internship must be obtained a minimum of six weeks before the start of the quarter in which the student wishes to begin. Consult advisor for Internship application process.

**HSC 553** Internship in Human Services and Counseling I (150-300 clock hours; M.Ed. or M.A. research)

**HSC 554** Internship in Human Services and Counseling II (150-300 clock hours; M.Ed. or M.A. research)

#### **Thesis/Oral Examination or Papers**



Master of Arts: The master's thesis is written in conjunction with HSC 553 and 554 (above). An oral examination on the thesis is required

Master of Education: Two papers with faculty supervision are written in conjunction with HSC 553 and 554 above.

**HSC 606** Review Paper (non-credit)  
**HSC 607** Integrative Paper (non-credit)

### **Degree Requirements School Counseling Major Sequence**

**Courses** (60 hours)

Social and Cultural Foundations courses (12 hours)

**SCG 401** Advanced Developmental Psychology  
**SCG 408** Education and the Social Order  
**SCG 410** Introduction to Research: Purposes, Issues and Methodologies

Counseling courses (40 hours)

**HSC 452** Introduction to the Counseling Profession  
OR  
**HSC 453** Historical and Diverse Social Framework in Human Services  
**HSC 456** Counseling the College-Bound Student  
**HSC 458** Facilitating Human Services through the Group Process  
**HSC 459** Clinical Studies in Human Services and Counseling  
**HSC 461** Use of Tests in Appraisal and Development  
**HSC 463** Techniques of Human Services and Counseling in Elementary and Middle School  
**HSC 467** Counseling Theory and Psychopathology  
**HSC 468** Current Issues in Human Services and Counseling  
**HSC 501** Counseling Skills for Effective Human Interaction  
**HSC 556** Family and Marriage Counseling

Life Cycle courses (8 hours)

**HSC 404** Child Growth and Development: The Early Years  
**HSC 405** Life Span: Adolescents Through the Aging Years

**Internship and Research** (8 hours)

Prerequisites: 9 completed courses including HSC 467, HSC 501, HSC 459, and HSC 458. Permission to be enrolled in Internship must be obtained a minimum of six weeks before the start of the quarter in which the student wishes to begin. Consult advisor for internship application process.

**HSC 553** Internship in Human Services and Counseling I (150-300 clock hours; M.Ed. or M.A. research).  
**HSC 554** Internship in Human Services and Counseling II (150-300 clock hours; M.Ed. or M.A. research).

**Thesis/Oral Examination or Papers**

Master of Arts: The master's thesis is written in conjunction with HSC 553 and 554 (above). An oral examination on the thesis is required

Master of Education: Two papers with faculty supervision are written in conjunction with HSC 553 and 554 above.

**HSC 606** Review Paper (non-credit)  
**HSC 607** Integrative Paper (non-credit)

### **School Counseling Certification**

Type 73 School Service Personnel--School Counseling

The State of Illinois requires that a person who wishes the school counseling endorsement must have or be eligible for a valid teaching certificate. If a person has two or more years of teaching experience, the school counseling internship requirement is 300 clock hours. If a person has less than two years of teaching experience, then, she or he would need to take a 600 hour school guidance internship.

Persons having earned a Master's Degree in Counseling within the last ten years and seeking the Type 73 will be evaluated for the School Counseling Endorsement on an individual basis.

### **State Licensure**

Individuals holding a Type 73, School Service Personnel--School Counseling certificate are eligible for licensure in Illinois as a Licensed Professional Counselor (LPC). However, for *advanced* licensure, that is, Licensed Clinical Professional Counselor (LCPC), and national certification, it is recommended that the students complete the *additional* four courses listed below:

<b>HSC 451</b>	Legal and Ethical Issues in Human Services
<b>HSC 454</b>	Human Services and Counseling for Career Development
<b>HSC 466</b>	Assessment and Treatment of Chemical Dependency
<b>HSC 489</b>	Advanced Psychopathology

These additional courses meet the *educational* requirements for the Licensed Clinical Professional Counselor. However, there are further requirements that must be met. For more information, contact the State of Illinois Department of Professional Regulation in Springfield, Illinois. Their requirements are also listed on their web page at <http://www.state.il.us/dpr/>.

### **Degree Requirements: Family and Child Specialist in Early Intervention Major Sequence**

#### **Courses** (64 hours)

Human Development courses (12 hours)

<b>HSC 404</b>	Child Growth and Development: The Early Years
<b>HSC 405</b>	Life Span: Adolescents through the Aging Years
<b>HSC 406</b>	Characteristics of the High-Risk Young Child

Early Childhood Education courses (28 hours)

<b>HSC 407</b>	History and Philosophy of Early Intervention Programs
<b>HSC 408</b>	Early Intervention Strategies and Relationships
<b>HSC 410</b>	Administration/Supervision of HSC Programs
<b>HSC 468</b>	Current Issues in Human Services
<b>HSC 556</b>	Marriage and Family Counseling
<b>HSC 409</b>	Child, Family and Multicultural Community
<b>HSC 440</b>	Family and Child Assessment Techniques

Family/Child Specialist Skills and Processes courses (20 hours)

<b>HSC 458</b>	Facilitating Human Services through the Group Process
<b>HSC 452</b>	Introduction to the Counseling Profession

OR

<b>HSC 453</b>	Historical and Diverse Social Frameworks in Human Services
<b>HSC 467</b>	Counseling Theory and Psychopathology
<b>HSC 501</b>	Counseling Skills for Effective Human Interaction
<b>HSC 464</b>	Consulting in Human Service

Research course (4 hours)

<b>SCG 410</b>	Introduction to Research: Purposes, Issues, and Methodology
----------------	---

#### **Internship and Research** (8 hours)

Prerequisites: 13 completed courses including HSC 467, HSC 501 and HSC 458. Permission to be enrolled in Internship must be obtained a minimum of six weeks before the start of the quarter in which the student wishes to begin. Consult advisor for Internship application process.

<b>HSC 553</b>	Internship in Human Services and Counseling I (150-300 clock hours; M.Ed. or M.A. research);
<b>HSC 554</b>	Internship in Human Services and Counseling II (150-300 clock hours; M.Ed. or M.A. research)

#### **Thesis/Oral Examination or Papers**

Master of Arts: The master's thesis is written in conjunction with HSC 553 and 554 (above). An oral examination on the thesis is required

Master of Education: Two papers with faculty supervision are written in conjunction with HSC 553 and 554 above.

<b>HSC 606</b>	Review Paper (non-credit)
<b>HSC 607</b>	Integrative Paper (non-credit)

### **State Credentials**

This Master's degree leads to Certification as Child Support Specialist and Family Support Specialist in Early Intervention in the State of Illinois.

### **Degree Requirements: Agencies, Families and Higher Education Licensure Sequence**

#### **Courses (72 hours)**

Social and Cultural Foundations courses (8 hours)

<b>SCG 401</b>	Advanced Developmental Psychology
<b>SCG 410</b>	Introduction to Research: Purposes, Issues and Methodologies

Counseling courses (48 hours)

<b>SCG 451</b>	Legal and Ethical Issues in Human Services
<b>HSC 453</b>	Historical and Diverse Social Frameworks in Human Services
<b>HSC 454</b>	Human Services and Counseling for Career Development
<b>HSC 458</b>	Facilitating Human Services through the Group Process
<b>HSC 459</b>	Clinical Studies in Human Services and Counseling
<b>HSC 461</b>	Use of Tests in Appraisal and Development
<b>HSC 466</b>	Assessment and Treatment of Chemical Dependency
<b>HSC 467</b>	Counseling Theory and Psychopathology
<b>HSC 468</b>	Current Issues in Human Services and Counseling
<b>HSC 501</b>	Counseling Skills for Effective Human Interaction
<b>HSC 556</b>	Family and Marriage Counseling
<b>HSC 489</b>	Advanced Psychopathology

Life Cycle courses (8 hours)

<b>HSC 404</b>	Child Growth and Development: The Early Years
<b>HSC 405</b>	Life Span: Adolescents through the Aging Years

Electives: (choose two) (8 hours)

#### *Higher Education:*

<b>HSC 465</b>	Principles and Practices of Higher Education Personnel
<b>HSC 456</b>	Counseling the College-Bound Student

#### *Child and Family:*

<b>HSC 409</b>	Child and Family in the Multicultural Community
<b>HSC 440</b>	Family and Child Assessment Techniques

#### *Administration and Supervision:*

<b>HSC 464</b>	Consulting in Human Services
<b>HSC 452</b>	Introduction to the Counseling Profession
<b>HSC 410</b>	Administration/Supervision of HSC Programs
<b>A&amp;S 590</b>	Organizational Development
<b>A&amp;S 596</b>	Human Resource Management

### **Internship and Research**

Prerequisites: 13 completed courses including HSC 467, HSC 501, HSC 459 and HSC 458. Permission to be enrolled in Internship must be obtained a minimum of six weeks before the start of the quarter in which the student wishes to begin. Consult advisor for internship application process.

<b>HSC 553</b>	Internship in Human Services and Counseling I (150-300 clock hours; M.Ed. or M.A. research)
<b>HSC 554</b>	Internship in Human Services and Counseling II (150-300 clock hours; M.Ed. or M.A. research)

### **Thesis/Oral Examination or Papers**

Master of Arts: The master's thesis is written in conjunction with HSC 553 and 554 (above). An oral examination on the thesis is required

Master of Education: Two papers with faculty supervision are written in conjunction with HSC 553 and 554 above.

**HSC 606**      Review Paper (non-credit)  
**HSC 607**      Integrative Paper (non-credit)

### **State Licensure**

The State of Illinois requires that those who wish to work as a counselor have licensure as either a Licensed Professional Counselor (LPC) or an *advanced* Licensed Clinical Professional Counselor (LCPC). The course sequence above meets the *educational* requirements for the Licensed Clinical Professional Counselor. However, there are further requirements that must be met. For more information, contact the State of Illinois Department of Professional Regulation in Springfield, Illinois. Their requirements are also listed on their web page at <http://www.state.il.us/dpr/>.

### **Grade Requirements for All Concentrations**

- To receive graduate credit for an upper-level undergraduate course a grade of B- or better must be attained.
- A grade of C-, D+, or D is unacceptable for graduate credit in this program, and if earned in a required course must be repeated or substituted as directed by the department or program. Such grades remain on the academic record and are calculated into the cumulative GPA.

## **LANGUAGE, LITERACY, AND SPECIALIZED INSTRUCTION PROGRAM**

**T**he program in Language, Literacy, and Specialized Instruction fosters leadership in two areas of specialized instruction: Special Education (combined with elementary education) and Reading and Learning Disabilities. The Dual Certification concentration in Special Education (Special K-12) and Elementary Education (K-9) prepares candidates to teach both special and regular education and leads to initial teacher certification in two areas. Coursework focuses on a theoretical understanding of both regular education and special education as well as on strategies for working with children in a wide variety of classroom settings. The Reading and Learning Disabilities concentration combines the disciplines of Learning Disabilities and Reading Education (Developmental and Remedial Reading) and leads to a Reading Specialist Certificate (Special K-12) and prepares students to work primarily as reading specialists and as professionals in clinics or private practice. Coursework focuses on a theoretical understanding of reading problems and learning disabilities in individuals of all ages.

### **Degree Programs**

- Master of Arts or Master of Education: Language, Literacy, and Specialized Instruction

### **Campus Location**

- Lincoln Park

### **Concentrations**

- Dual Certification (special education and elementary education)
- Reading and Learning Disabilities

### **Certification**

- Type 10 Special -- Learning and Behavior Specialist I
  - Type 03 Elementary Education (K-9)
  - Type 10 Special -- Reading Specialist
- Students holding valid Illinois teaching certificates with three years of successful teaching experience may be eligible for the Type 10 Special -- Reading Specialist upon completion of the Reading and Learning Disabilities concentration. **Note:** Courses in Reading Specialist concentration are designed for practicing educators and are *not* open to students seeking a first teaching certificate (Teaching and Learning).

### **Admission Requirements**

- A bachelor's degree conferred by an accredited institution.
- A previous grade point average of 2.75 or above on a 4.0 scale.
- Two letters of recommendation from professors or supervisors.
- Two official transcripts from each college or university attended.
- Personal statement
- Interview with program advisor
- Evidence of adequate background for the program.
- Evidence of one year of successful teaching experience (Reading and Learning Disabilities only).
- Evidence of Illinois Core Teaching, Language Arts, and Technology skills (Reading and Learning Disabilities Concentration only)

### **Degree Requirements: Dual Certification Concentration**

#### **Courses** (68 hours)

Social and Cultural Foundations courses (12 quarter hours)

- SCG 439** Philosophy and Psychology of Middle Level Education  
**SCG 410** Introduction to Research: Purposes Issues and Methodologies

Select one:

- SCG 408** Education and Society  
**SCG 409** Reflective Seminar: Sociology of Education  
**SCG 411** Reflective Seminar: Philosophy of Education

Introductory Courses (8 quarter hours)

- T&L 409** Professional Practice in Elementary Schools  
**SCG 403** Human Development and Learning: Elementary

Theory & Practice Courses (16 quarter hours)

- T&L 413** Reading and Language Arts in the Middle Grades  
**T&L 415** Teaching and Learning Elementary School Science  
**T&L 416** Teaching and Learning Elementary School Mathematics  
**T&L 418** Learning Through the Arts

Special Education Courses (32 quarter hours)

- LSI 441** Psychology of Reading  
**LSI 443** Psychological Tests and Methods in Diagnosis  
**LSI 446** Psychology and Education of the Exceptional Student  
**LSI 460** Social-Emotional Development and Classroom Management  
**LSI 461** Collaborative Practice and Special Education  
**LSI 462** Instructional Strategies for Students with Disabilities I:  
Accessing the General Education Curriculum  
**LSI 463** Instructional Strategies for Students with Disabilities II:  
Diagnosis and Remediation  
**LSI 464** Problems and Issues in Special Education

#### **Field Experience** (200 hours)

Students will spend 120 hours in general education settings, 70 of which must contain students with disabilities; 60 hours in settings designed specifically for students with disabilities (resource setting, self-contained, separate school, or residential setting); 10 hours with a support person (case manager, social worker, counselor, or school psychologist); and 10 hours with an administrator.

#### **Student Teaching** (8 hours)

- LLSI 585** Special Education Student Teaching (Time divided between regular and special education teacher).

#### **Induction** (4 hours)

- LLSI 465** Induction into the Field of Special Education

#### **Thesis/Oral Examination or Papers**

Master of Arts. The master's thesis is written to fulfill the requirements of this course. Oral examination on thesis required.

- LSI 549** Thesis Research in Bilingual/Bicultural Education (4 hours).  
 Master of Education: Two papers in conjunction with faculty advisement  
**LSI 606** Review of Literature (non-credit), and  
**LSI 607** Integrative Paper (non-credit)

### **Degree Requirements: Reading and Learning Disabilities Concentration**

#### **Courses (52 hours)**

Social and Cultural Foundations courses (12 hours)

**SCG 410** Introduction to Research: Purposes, Issues, and Methodologies

Select one:

**SCG 401** Advanced Developmental Psychology

**SCG 402** Psychology of Learning

**SCG 403** Human Development and Learning: Elementary

**SCG 406** Human Development and Learning: Secondary

**SCG 439** Philosophy and Psychology of Middle Level Education

Select one:

**SCG 408** Education and the Social Order

**SCG 409** Reflective Seminar: Sociology of Education

**SCG 411** Reflective Seminar: Philosophy of Education

Reading and Learning Disabilities Core (28 hours)

**LSI 430** Introduction to Assessment of Reading and Learning Disabilities

**LSI 431** Foundations of Literacy: Assessment and Instruction I

**LSI 432** Developing Literacy: Assessment and Instruction II (prereq: 431)

**LSI 433** Assessment and Diagnostic Teaching of Reading and Learning Disabilities (prereq: 430)

**LSI 434** Literature for Successful and Struggling Readers

**LSI 435** Reading Programs: Curriculum, Collaboration, and Administration (prereq: 432)

**LSI 436** Current Issues and Research in Reading and Learning Disabilities (prereq: 431, 435)

Practicum Courses (12 hours) (prerequisites: all Reading and Learning Disabilities Core Courses)

**LSI 542** Testing and Diagnosis of Reading and Learning Disabilities: Practicum I

**LSI 543** Diagnosis and Remediation of Learning Disabilities: Practicum II

**LSI 544** Diagnosis and Remediation of Reading Disabilities: Practicum III

#### **Clinical Experience**

The program requires a minimum of 150 hours of clinical working with students with reading and learning disabilities. These hours are earned in the Reading and Learning Lab in conjunction with LSI 542, 543, and 544.

#### **Thesis and Oral Examination or Papers**

Master of Arts: The master's thesis is written to fulfill the requirements of this course.

An oral examination on the thesis is required.

**LSI 549** Thesis Research in Specialized Instruction (4 hours)

Master of Education: two papers with faculty supervision.

**LSI 606** Review of Literature (non-credit), and

**LSI 607** Integrative Paper (non-credit)

#### **Reading and Learning Lab**

Operated in conjunction with the concentration in Reading and Learning Disabilities, the Reading and Learning Lab provides diagnostic and remedial services for children and adolescents with reading disabilities. Graduate students who are enrolled in advanced courses provide diagnostic and remedial services to children and adolescents in the Chicago area.

#### **Grade Requirements for All Concentrations**

- To receive graduate credit for an upper-level undergraduate course a grade of B- or better must be attained.
- A grade of C-, D+, or D is unacceptable for graduate credit in this program, and if earned in a required course must be repeated or substituted as directed by the department or program. Such grades remain on the academic record and are calculated into the cumulative GPA.

## **DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND RESEARCH**

### **SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION PROGRAM**

**T**he Social and Cultural Foundations Program is committed to inquiry that examines the relationship of schooling, education, and education policy to social justice and cultural democracy. The program is an interdisciplinary one, designed to appeal to students seeking alternatives to more specialized or technical programs of study in education. This program is designed to attract teachers, administrators, and individuals with bachelors degrees who have broad interests in educational policy and who may not be professional educators. This program anticipates that students pursuing this degree will come from a variety of professional backgrounds involving different forms of educational work such as media, foundations, museums, community organizations, labor unions, higher education, K-12 schools, and other forms of educational work. Reasons for pursuing a Master of Arts in Social and Cultural Foundations in Education include personal and professional enhancement, research for private foundations, adult education and training, preparation for doctoral work for university teaching, careers in higher education, and others.

The program provides students the opportunity to study education, not only as schooling, but broadly as a dynamic cultural and political force that unfolds in a wide range of shifting and overlapping sites of learning. Students will consider education as a dynamic process that shapes social identities and social life as well as the learning of values and beliefs, all of which are central to how people make cognitive and emotional investments and act in the world. As such, education is a significant force in creating, maintaining, and challenging assumptions of neutrality and hierarchies of race, ethnicity, gender, class, and sexual difference. From this perspective, education is an indispensable tool for creating conditions for social justice and democratic life. In this context, students investigate the pedagogical and cultural conditions necessary for supporting the flourishing of human agency and the redefinition of human engagement in social life.

The EPSR faculty bring expertise from a variety of disciplines and fields within educational policy studies: the sociology of education, the history of education, the psychology of education and human development, critical pedagogy, cultural studies, feminist studies, urban studies, critical race studies, research methods and more. The faculty also has a diverse range of interests in areas such as globalization, social theory and social construction of knowledge, the role of education in the production of inequalities of race, gender, class, sexuality, and language, socially situated theories of learning and teaching, and the role of education in the construction of culture and social identities.

Given the interdisciplinary approach to the study of education of this degree program, students have the opportunity with the approval of their faculty advisor to take 24 hours of elective courses outside of the Social and Cultural Foundations in Education Program as well as the School of Education. Choices of electives include, but are not limited to, courses in departments and programs such as Communication, Philosophy, Women's Studies, American Studies, International Studies, Public Policy and Sociology

#### **Degree Program**

- Master of Arts: Social and Cultural Foundations of Education

#### **Campus Location**

- Lincoln Park

## Admission Requirements

Students entering the program must be able and willing to commit themselves to a program that requires time and intense work. Students must show strong promise to do rigorous, critical, and creative intellectual work, be critically self-reflective about their ideas, attitudes, and values, and be committed to the academic goals of the program.

- A completed School of Education Graduate Application Form.
- A bachelor's degree from an accredited institution.
- Two official transcripts of undergraduate and graduate work.
- Three academic letters of reference.
- A written, personal statement indicating reasons for wanting to enter the program and what the candidate has done since receiving a bachelor's degree.
- An interview with the admissions committee of the Social and Cultural Foundations in Education Masters Program.
- A writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof).

## Degree Requirements

A total of 52 quarter hours (13 courses) including thesis are required. Students have 6 courses (24 hours) of electives that are to be completed outside of the Social and Cultural Foundations in Education Program. Of those courses, 3 courses are to be completed in the School of Education but outside the SCFE Program, and 3 are to be completed outside of the School of Education. For students wanting flexibility, electives can be tailored to address professional interests. For those wanting more structure, electives can be clustered to pursue a focus in (for example) curriculum studies, educational leadership, human development and learning, or public service. Elective courses are to be determined in consultation with a faculty advisor. Students must complete all 4 proseminar core courses and both research inquiry proseminar courses prior to taking electives.

### Courses (52 hours)

#### Theoretical Core Courses (16 hours)

Theoretical core courses provide opportunities to critically inquire, elaborate on ideas, and begin developing a conceptual and theoretical framework for their masters thesis project.

**SCG 603** Proseminar: Culture and Education

**SCG 604** Proseminar: Identity and Negotiations

**SCG 608** Proseminar: Ideology, Power and Politics

**SCG 611** Proseminar: Philosophical Studies in Education and Culture

#### Research Inquiry Core Courses (8 hours)

Research Inquiry courses give students the opportunity to begin deciding on the research methodology or methodologies appropriate their master's thesis project.

**SCG 610** Introduction to Research: Methods

**SCG 635** Advanced Qualitative Research Methodologies

#### Elective Courses (24 hours)

School of Education Electives (12 hours)

Non-School of Education Electives (12 hours)

### Thesis and Oral Examination (4 hours)

Master of Arts: The master's thesis (40-45 pp.) is written to fulfill the requirements of this course. An oral examination on the thesis is required.

**SCG 636** Thesis Research in Social and Cultural Foundations of Education

## Grade Requirements

- To receive graduate credit for an upper-level undergraduate course a grade of B- or better must be attained.
- A grade of C-, D+, or D is unacceptable for graduate credit in this program, and if earned in a required course must be repeated or substituted as directed by the department or program. Such grades remain on the academic record and are calculated into the cumulative GPA.



## **DEPARTMENT OF TEACHER EDUCATION**

### **TEACHING AND LEARNING PROGRAM**

**T**he Teaching and Learning graduate program prepares individuals for teaching careers in Early Childhood Education (Birth to grade 3), elementary (grades K-9) or secondary (grades 6-12) schools. The program is designed for college graduates with a Bachelor's degree in a field other than education who now wish to become teachers. Students may seek secondary certification (6-12) in the following areas: computer science, English, geography, history, social science, mathematics, modern languages (French, German, or Spanish), or science (biology, chemistry, or physics).

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime clinical experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching. 2) Multiculturalism is infused throughout the curriculum. 3) Clinical 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 general education necessary for Illinois State Certification will have to complete those requirements. An academic advisor will guide candidates in planning their completion.

#### **Degree Program**

- Master of Arts or Master of Education: Teaching And Learning

#### **Concentrations**

- Early Childhood Concentration
- Elementary Concentration
- Secondary Concentration

#### **Campus Locations**

- Barat (Elementary, Secondary)
- Lincoln Park (Early Childhood, Elementary, Secondary)
- Naperville (Elementary)

#### **Certification**

- Type 03 Elementary (K-9)
- Type 04 Early Childhood (birth - grade 3)
- Type 09 Secondary (6-12)

#### **Admission Requirements**

- A bachelor's degree conferred by an accredited, recognized institution.
- A previous grade point average of 2.75 or above on a 4.0 scale.
- Two letters of recommendation from professors or supervisors.
- Two official transcripts from each college or university attended.
- Statement of purpose.
- Interview with program advisor upon request.
- Evidence of adequate background for the program.

Students who meet the above requirements are *conditionally* admitted to the School of Education. There are additional requirements to be fully accepted into the School of Education/Professional

Education Unit. A separate application (petition) process is required.

Additional requirements are:

- Maintain a 3.0 GPA
- Pass the Illinois Basic Skills Test
- Pass the SOE basic computer competency assessment
- Pass ISP 120 (Quantitative Reasoning), document the math/science exemption, or pass the exam for this course
- Submit one satisfactory evaluation of content area knowledge (For secondary education candidates, this content area evaluation must be from a faculty member in the subject matter that you plan to teach.)
- Submit one satisfactory evaluation related to the skills and attitudes of Urban, Professional, Multicultural Educators

There is no time limit to meet these criteria and apply for full admission to the School of Education/Professional Education Unit; however, students may take only a limited number of graduate education classes (4) until you have done so. Students may continue to take courses needed to remove deficiencies in general education or content area requirements.

### **Degree Requirements: Early Childhood Concentration**

**Courses** Master of Education: (56 hours) Master of Arts (60 hours)

Introductory Courses

- SCG 404** Human Development and Learning: The Early Years (taken concurrently w/ T&L 400)
- HSC 409** Child, Family and Multicultural Community (taken concurrently w/ T&L 401)

Education Foundations (12 hours)

- SCG 410** Introduction to Research: Purposes, Issues, and Methodologies
- Choose one
- SCG 408** Education and Society
- SCG 409** Reflective Seminar: Sociology of Education
- SCG 411** Reflective Seminar: Philosophy of Education

Early Childhood Studies (28 hours)

- T&L 406** Language Development of the Young Child
- T&L 407** Preprimary Programs: Curriculum and Strategy (taken concurrently w/ T&L 402)
- T&L 408** Curriculum and Instruction in Primary Grades (taken concurrently w/ T&L 403)
- T&L 411** Assessment in Early Childhood
- T&L 412** Emerging Reading and Language Arts
- T&L 420** Math and Science in Early Childhood

Field Experiences (16 hours)

- T&L 400** Clinical Experiences with Infants and Toddlers (taken concurrently w/ SCG 404)
- T&L 401** Clinical Experiences with Young Children and Families (taken concurrently w/ HSC 409)
- T&L 402** Clinical Experiences with Preschoolers (taken concurrently w/ T&L 407)
- T&L 403** Clinical Experiences in Primary Grades (taken concurrently w/ T&L 408)

Student Teaching and Seminar (8 hours)

- T&L 595** Early Childhood Student Teaching
- T&L 596** Early Childhood Seminar

Induction (4 hours)

- T&L 614** Induction into the Teaching Profession: Early Childhood

**Thesis and Oral Examination** (4 hours)

Master of Arts: The master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

**T&L 589** Thesis Research in Teaching and Learning

**Degree Requirements: Elementary Concentration**

**Courses** Master of Education: (56 hours) Master of Arts: (60 hours)  
Social and Cultural Foundations (8 hours)  
Introductory Courses (8 hours)

**T&L 409** Professional Practice in Elementary Schools  
**SCG 403** Human Development and Learning: Elementary

Education Foundations (8 hours) Courses

**SCG 410** Introduction to Research: Purposes, Issues and Methodologies  
Choose one of the following:

**SCG 408** Education and Society  
**SCG 409** Reflective Seminar: Sociology of Education  
**SCG 411** Reflective Seminar: Philosophy of Education

Theory and Practice Courses (20 hours)

**T&L 412** Emerging Reading and Language Arts  
**T&L 413** Reading and Language Arts in the Middle School  
**T&L 415** Teaching and Learning Elementary School Science  
**T&L 416** Teaching and Learning Elementary School Mathematics  
**T&L 418** Learning Through the Arts  
**LSI 446** Psychology and Education of the Exceptional Child

Student Teaching (8 hours)

**T&L 585** Elementary Student Teaching  
**T&L 586** Elementary Seminar

Induction Year (8 hours)

**T&L 610** Induction into the Teaching Profession: Elementary  
Choose one of the following:  
**T&L 612** Critical Reflection, Teaching, and Classroom Practice  
**T&L 613** Negotiating Curriculum in the Classroom

**Thesis and Oral Examination** (4 hours)

Master of Arts: The master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

**T&L 589** Thesis Research in Teaching and Learning

**DePaul/Glenview Clinical Model Teacher Preparation Program**

The Clinical Model Program is a collaboration between DePaul University and Glenview District 34 that provides a three-year sequence in which candidates earn an elementary teaching certificate and a master's degree in Teaching and Learning. Candidates participate in the Glenview Public School District as an intern for the first year and as a resident teacher for the following two years. Participants enroll in summer courses and evening courses during the school year. Tuition is paid by the Glenview School District, and participants receive a stipend of approximately \$10,000 during the internship year, and approximately \$20,000 respectively, during resident 1 and resident 2 year. Candidates must be accepted to DePaul's Graduate School of Education **prior to** applying to this program. Clinical Model information may be obtained by calling Roxanne Owens (773-325-4329). Program begins annually in June. See website or call for deadline dates (generally late February).

**Degree Requirements: Secondary Concentration**

**Courses:** Master of Education: (56 hours) Master of Arts: (60 hours)  
Content Area Courses (4-12 hours)

These courses are chosen by the student in conjunction with a faculty advisor.

Introductory Courses (8 hours)

**T&L 405** Professional Practice in Secondary Schools

	<b>SCG 406</b>	Human Development and Learning: Secondary
Education Foundations (8 hours)		
	<b>SCG 410</b>	Introduction to Research: Purposes, Issues and Methodologies
	Choose one of the following:	
	<b>SCG 408</b>	Education and Society
	<b>SCG 409</b>	Reflective Seminar: Sociology of Education
	<b>SCG 411</b>	Reflective Seminar: Philosophy of Education
Theory and Practice Courses (12-20 hours)		
	<b>T&amp;L 525</b>	Reading, Writing and Communicating Across the Curriculum
	<b>or</b>	
	<b>T&amp;L 414</b>	Literacy in the Secondary School (English majors only)
	<b>LSI 446</b>	Psychology and Education of the Exceptional Child
Students take 1-3 Theory & Practice courses in the teaching area. (Prerequisite: T&L 405)		
<i>Computer Science</i>		
	<b>CSC 340</b>	Teaching Computer Science
<i>English</i>		
	<b>T&amp;L 426</b>	Teaching Writing
	<b>T&amp;L 428</b>	Teaching Literature
	<b>T&amp;L 429</b>	Teaching Young Adult Literature
<i>History and Social Sciences</i>		
	<b>T&amp;L 453</b>	Teaching History And Social Science In Secondary Schools
<i>Mathematics</i>		
	<b>T&amp;L 436</b>	Teaching And Learning Secondary Mathematics
<i>Modern Languages</i>		
	<b>T&amp;L 449</b>	Teaching Modern Languages
<i>Sciences</i>		
	<b>T&amp;L 439</b>	Methods Of Secondary Science Education
<i>Visual Arts</i>		
	<b>T&amp;L 465</b>	Visual Art I: Histories of Looking
	<b>T&amp;L 466</b>	Visual Arts II: Pedagogy
Student Teaching (8 hours)		
	<b>T&amp;L 590</b>	Secondary Student Teaching
	<b>T&amp;L 591</b>	Secondary Seminar
Induction Year (8 hours)		
	<b>T&amp;L 611</b>	Induction into the Teaching Profession
	Choose one of the following:	
	<b>T&amp;L 612</b>	Critical Reflection, Teaching, and Classroom Practice
	<b>T&amp;L 613</b>	Negotiating Curriculum in the Classroom
<b>Thesis and Oral Examination</b> (4 hours)		
Master of Arts: The master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.		
	<b>T&amp;L 589</b>	Thesis Research in Teaching and Learning

#### **Grade Requirements for All Concentrations**

- To receive graduate credit for an upper-level undergraduate course a grade of B- or better must be attained.
- A grade of C-, D+, or D is unacceptable for graduate credit in this program, and if earned in a required course must be repeated or substituted as directed by the department or program. Such grades remain on the academic record and are calculated into the cumulative GPA.

#### **Requirements for Student Teaching**

All graduate students in teacher preparation programs must provide evidence of the following requirements for academic approval to student teach:

- Completion of all general education requirements.
- Completion of all education courses with no more than 2 Cs.
- Cumulative G.P.A. of 3.0 or better
- Meet designated program standards

- Pass the relevant Illinois Content Area (Subject Matter) Test

Once a student has received academic approval for student teaching, the following additional evidence is required.

- Completion of all required field experiences (minimum of 100 hrs of supervised contact with students)
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations

### **State Test Requirements**

The Illinois State Board of Education requires that a candidate for certification pass three tests:

- Test of Basic Skills
- Test of Content Area Knowledge
- Assessment of Professional Teaching

Passage of the basic skills test is also a requirement for admission into the School of Education.

Passage of the content area knowledge test is also a requirement for admission into student teaching. The Assessment of Professional Teaching is required for state certification.

### **Middle School Endorsement Requirements**

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:

- Complete at least 18 semester hours in a content area that is taught in middle grades. All secondary education majors have at least one content area based on their secondary education requirements. Most elementary education majors will have at least one content area based on their concentration requirements. We strongly recommend that you speak with your advisor about possible endorsement areas at your initial advising appointment.
- Complete at least 3 semester hours in middle school methodology. All students have met this requirement through the DePaul education courses. No additional course work is needed to meet this requirement.
- Complete a course in middle school philosophy and/or psychology. This course, SCG 439, Philosophy & Psychology of Middle Level Education, is an additional course in the program. If SCG 439 is added, it is strongly recommended that it be completed prior to student teaching.

Middle school endorsements are only applicable to Elementary and Secondary Education students. Students who do not choose to earn a middle school endorsement will generally be restricted in the grade levels they can teach. Elementary education majors will normally be eligible to teach in K to 4 only; Secondary education majors will be eligible to teach in grades 9 to 12 only.

## **DOCTOR OF EDUCATION PROGRAM**

**T**he primary, though perhaps not the only audience for this Ed.D. program consists of educational professionals who wish to improve the quality of their work in their current roles or to prepare themselves for new roles. This Ed.D. program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists. To be a practitioner is to make decisions about what to do and to take action; but professional practitioners — in education as in other areas — make reasonable decisions and act responsibly and ethically in the light of theoretical and professional knowledge.

- Professional educators are leaders as well as managers; they are not limited to making decisions according to rule or “by the book.” They must use discretion and judgment as they seek to find the most defensible course of action in specific, complicated, and perhaps idiosyncratic circumstances. These situations are not merely instances of abstract concepts.
- Although decisions are made in the light of theoretical knowledge, theoretical knowledge cannot be applied to practice in the same way as principles are applied to cases. No single theory is able to encompass the complexities of all aspects of learning or schooling. Professional educators understand the principles and terms that characterize and limit a

variety of theories and can select amongst them in order to better understand the situations in which they are involved.

- Decisions also are made in the light of professional knowledge, learned on the job as well as from more formal sources. Professional educators can articulate the informal, often tacit knowledge that they develop from practice so that it engages with and modifies the more formal theories learned from other sources.
- Professional educators not only make decisions, they act upon them responsibly. They examine the value commitments implicit in their actions; they question the appropriateness of the ends that they seek; they connect their educational contexts to broader social contexts; and they assess the effects of their actions on the achievements, dispositions, and propensities of students, colleagues and community members.

### **Degree Program**

- Doctor of Education (Ed.D.)

### **Concentrations**

- Curriculum Studies
- Educational Leadership

### **Certification**

- Type 75-Superintendent Endorsement (available in the Educational Leadership Concentration)

### **Admission Requirements**

Candidates must provide evidence that they:

- possess a Master's Degree from an accredited college or university
- have experience in an educational role;
- have demonstrated leadership or leadership potential;
- be willing and able to make the necessary commitment of time to the program;
- be likely to be successful in a challenging doctoral program;
- welcome the opportunity to interact with university faculty, peers, and colleagues in a search for effective answers to troubling problems in education.

### **Admission Process**

The admission process reflects and enacts the principles and values of the program regarding engagement, reflection, the exercise of agency, working for change, and a commitment to professional development and learning. The admissions process includes the following components.

- Attend an orientation session as part of the application process. This session covers the philosophical framework of the program, values, and expectations. Other activities to help potential applicants make an informed decision about applying include a dialog with current students and program faculty.
- Submit a written piece (approximately 3 pages), in the form of a personal statement, discussing why the applicant is interested in further study and articulating an issue or problem of interest or concern.
- Applicants invited for an interview will be asked to present a 2-3 page reflective response to an article given to the applicant at the time the interview is scheduled. Articles are selected by the Curriculum Studies, Educational Leadership, and Social and Cultural Studies Programs.
- Dialogue with two or three faculty members of the Ed.D. program — a conversation that will provide an opportunity for candidates to become familiar with the program and the faculty, as well as an opportunity for faculty members to get to know prospective candidates. Applicants living outside the Chicago area will engage in appropriate, reciprocal substitute for this dialogue.
- Submit three letters of recommendation: one personal from someone outside of the immediate workplace, and two additional letters from colleagues, administrators, or supervisors

- Submit all transcripts of undergraduate and graduate work to document the nature of previous educational experiences, course work, and areas of specialization.

Students will be selected from the pool of qualified applicants by the Ed.D. Admissions Committee.

### **Degree Pre-Requisites**

Curriculum Studies Concentration

- Master's Degree in a related field
- At least one course in curriculum studies.

Educational Leadership Concentration

- Graduate level course work in:
  - School Administration
  - School Law
  - School Finance

### **Degree Requirements**

**Courses** (68 hours)

Doctoral Core Courses (28 hours)

<b>SCG 701</b>	Ethics and Education
<b>A&amp;S 801</b>	Leadership Practices for Urban Administrators
<b>CS 751</b>	Curriculum for Human and Community Development
<b>SCG 711</b>	The Social Foundations of Multiculturalism
<b>SCG 721</b>	Human Development and the Educational Process
<b>CS 761</b>	Assessing School Curriculum
<b>A&amp;S 811</b>	Assessment and Accountability

Concentrations: choose one (20 hours)

*Educational Leadership*

<b>A&amp;S 803</b>	School Programs, Plant and Human Resources (prereq: instructor approval and a course in School Administration)
<b>A&amp;S 823</b>	Community Consensus Building for School Improvement
<b>A&amp;S 843</b>	The Politics of Schooling
<b>A&amp;S 873</b>	Current Trends in Budgeting and Finance
<b>A&amp;S 883</b>	School Law

*Curriculum Studies*

<b>CS 754</b>	Curriculum Theorizing: Multiple Lenses
<b>CS 764</b>	Ideology, Culture, and Society: Youth Development
<b>CS 774</b>	Engaging in Curriculum Deliberation
<b>CS 784</b>	Curriculum and Program Design
<b>CS 704</b>	Curriculum Discourses/Perspectives Over Time

Dissertation Research (20 hours)

**SCG 735 & 755** Advanced Quantitative Research Methods I and II

**OR**

**SCG 745 & 765** Advanced Qualitative Research Methods I and II

**SCG 775** Seminar: Frameworks of Inquiry in Educational Research I

**SCG 785** Seminar: Frameworks of Inquiry in Educational Research II

**SCG 779** Disciplined Inquiry Seminar: Literature Review/Proposal (2 hrs)

**SCG 789** Disciplined Inquiry Seminar: Beginning Research (2 hrs)

In consultation with an academic advisor or dissertation committee chair, students may elect an additional quarter of Advanced Qualitative Research Methods or Advanced Quantitative Research Methods in place of the two Disciplined Inquiry seminars.

Internship (Superintendent credential only) (4 hours)

**A&S 899** Superintendent Internship

### **Doctoral Dissertation**

The doctoral dissertation is written to fulfill the requirements of program. An oral defense of the dissertation is required.

## **COURSE LISTING BY CATEGORY**

### **Bilingual/Bicultural Education**

BBE 402 Bilingual-Bicultural Curriculum Development  
BBE 404 Language, Literacy, and Culture  
BBE 406 Sociopolitical and Historical Perspectives in Bilingual Education  
BBE 407 Equity Issues in Assessment  
BBE 425 Biliteracy, Language and Content in Bilingual Education  
BBE 466 First and Second Language Acquisition  
BBE 510 Advanced Language Seminar  
BBE 524 Methods of ESL Literacy and Language Development  
BBE 526 Theoretical Foundations of Teaching ESL  
BBE 520 Research Methods in Bilingual and Second Language Education  
BBE 589 Thesis Research in Bilingual/Bicultural Education  
BBE 600 Registered Student in Good Standing  
BBE 606 Review of Literature  
BBE 607 Integrative Paper

### **Curriculum Studies**

CS 402 Number and Operations: Building a Foundation for Algebraic Thinking  
CS 403 Geometry for Primary Teachers  
CS 404 Mathematical and Pedagogical Issues for Primary Teachers  
CS 408 Number Systems for Middle School Teachers  
CS 409 Quantitative Reasoning for Teachers  
CS 410 The Psychology of Learning Mathematics and Science  
CS 411 Science Processes I  
CS 412 Science Processes II  
CS 413 Geometry for Middle School Teachers  
CS 414 Algebraic Modeling for Middle School Teachers  
CS 420 Computers in Education  
CS 421 Computer Programming With Logo  
CS 422 Intermediate Logo Programming  
CS 423 Computer and Calculator Science Labs  
CS 424 Computers and Writing  
CS 425 Workshop For In-Service Teachers  
CS 430 Teaching Consumer Education  
CS 445 Integrating Economics in the High School Curriculum (Cross Listed Eco 445)  
CS 447 Teaching Writing in the Elementary and Middle School  
CS 450 Using Technology in Middle School Mathematics  
CS 451 Teaching, Learning and Assessing Middle School Mathematics I  
CS 452 Teaching, Learning and Assessing Middle School Mathematics II  
CS 457 Examining, Learning and Teaching: Mathematics  
CS 458 Restructuring Mathematics Education in Schools  
CS 460 Learning in a Technology-Supported Classroom  
CS 470 Teachers As Leaders  
CS 471 Diversity in the Classroom  
CS 472 Ethics, Curriculum, and Social Change  
CS 473 Assessment  
CS 481 The Study of Teachers and Teaching  
CS 482 The History of Curriculum Practice  
CS 484 Multimedia Materials Production  
CS 485 Curriculum/Program Evaluation  
CS 486 Practicum: Conducting Curriculum/Program Evaluation  
CS 487 Introduction To Curriculum Deliberation  
CS 488 Designing and interpreting Curriculum  
CS 489 Developing Critical and Creative Thinking



CS 501 Curriculum theorizing: Multiple Lenses  
 CS 580 Research Seminar in Curriculum Studies  
 CS 581 Internship: Solving Operating Problems  
 CS 582 Practicum in Curriculum Studies (Prerequisite: Permission of Advisor)  
 CS 583 Utilizing Microcomputers in Curriculum Development  
 CS 584 Practicum: Developing Computer Based Curriculum Materials  
 CS 587 Participant Research in Schools: Mathematics Education  
 CS 588 Independent Study in Curriculum Studies  
 CS 589 Thesis Research in Curriculum Studies  
 CS 591 Curriculum theorizing: Multiple Lenses  
 CS 600 Registered Student in Good Standing  
 CS 601 Workshop: Alternative Approaches To Early Childhood Education  
 CS 606 Review of Literature  
 CS 607 Integrative Paper  
 CS 613 Negotiating Curriculum in the Classroom  
 CS 704 Curriculum Discourses/Perspectives Over Time  
 CS 751 Curriculum For Human and Community Development  
 CS 754 Curriculum Theorizing: Multiple Lenses  
 CS 761 Assessing School Curriculum  
 CS 764 Youth Development, Ideology, Culture, and Society  
 CS 774 Engaging in Curriculum Deliberation  
 CS 784 Curriculum and Program Design  
 CS 794 Special Topics in Curriculum  
 CS 859 Independent Dissertation Research: Curriculum Studies

### **Educational Leadership**

A&S 465 Administrative Planning  
 A&S 469 Educational Finance  
 A&S 491 Administrative Theory and Behavior  
 A&S 492 The Principalship  
 A&S 494 School Finance  
 A&S 495 School Law  
 A&S 496 Home, School, Community Relations  
 A&S 498 Principles and Practices of Supervision  
 A&S 499 Clinical Supervision  
 A&S 586 Administrative Uses of Technology in Educational Settings  
 A&S 590 Organizational Development  
 A&S 591 Research Seminar in Educational Leadership  
 A&S 593 Practicum in Educational Leadership  
 A&S 594 Internship in Educational Leadership  
 A&S 595 Workshop in Educational Leadership  
 A&S 596 Human Resource Management  
 A&S 597 Politics of Education  
 A&S 598 Independent Study in Educational Leadership  
 A&S 599 thesis Seminar in Educational Leadership  
 A&S 600 Registered Student in Good Standing  
 A&S 606 Review of Literature  
 A&S 607 Integrative Paper  
 A&S 640 Legal Aspects of Special Education for Classroom Teachers  
 A&S 645 The Administration and Operation of Special Education  
 A&S 801 Leadership Practices for Urban Administrators  
 A&S 803 School Programs, Plant and Human Resources  
 A&S 811 Assessment and Accountability  
 A&S 823 Community and Consensus Building for School Improvement  
 A&S 833 Decision Making and Problem Solving: Effective Practices for Schools  
 A&S 843 The Politics of Schooling  
 A&S 853 Current Trends in Budgeting, Finance and School Law  
 A&S 859 Independent Dissertation Research: Educational Leadership  
 A&S 863 School Law for Superintendents

A&S 873 Current Trends in Budgeting and Finance  
A&S 883 School Law  
A&S 899 Superintendent Internship

**Human Services and Counseling**

HSC 404 Child Growth and Development: the Early Years  
HSC 405 Life Span: Adolescents Through the Aging Years  
HSC 406 Characteristics of the High-Risk Young Child  
HSC 407 History and Philosophy of Early Intervention Programs  
HSC 408 Early Intervention Strategies and Relationships  
HSC 409 Child, Family and Multicultural Community  
HSC 410 Administration/Supervision of Human Services and Counseling Programs  
HSC 440 Family and Child Assessment Techniques  
HSC 451 Legal and Ethical Issues in Human Services and Counseling  
HSC 452 Introduction to the Counseling Profession  
HSC 453 Historical and Diverse Frameworks in Human Services and Counseling  
HSC 454 Human Services and Counseling for Career Development  
HSC 455 The Administration of Human Services and Counseling Programs  
HSC 456 Counseling the College-Bound Student  
HSC 457 Seminar: Improving Parent-Child Relationships  
HSC 458 Facilitating Human Services Through the Group Process  
HSC 459 Clinical Studies in Human Services and Counseling  
HSC 460 Guidance in the Elementary School  
HSC 461 Use of Tests in Appraisal & Development  
HSC 462 Counseling Theory and Practice for Human Services  
HSC 463 Techniques of Human Services and Counseling in Elementary/Middle School  
HSC 464 Consulting in Human Services  
HSC 465 Principles and Practices of Higher Education Personnel  
HSC 466 Assessment and Treatment of Chemical Dependency  
HSC 467 Counseling and Psychopathology  
HSC 468 Current Issues in Human Services  
HSC 486 Practicum in Human Services and Counseling  
HSC 487 Introduction To Healthy Aging Frameworks  
HSC 489 Advanced Psychopathology  
HSC 500 Communication Strategies for Effective Human Interaction  
HSC 501 Counseling Skills for Effective Human Interaction  
HSC 551 Research Seminar in Human Services and Counseling  
HSC 552 Practicum in Human Services and Counseling-Secondary  
HSC 553 Internship in Human Services and Counseling I  
HSC 554 Internship in Human Services and Counseling II  
HSC 555 Human Services and the Aging Process  
HSC 556 Marriage and Family Counseling  
HSC 558 Independent Study in Human Services and Counseling  
HSC 559 Thesis Research in Human Services and Counseling  
HSC 560 Physical and Sexual Abuse of Children  
HSC 562 Practicum in Human Services and Counseling-Elementary  
HSC 569 Thesis Research in Managing the Human Services  
HSC 572 Practicum in HSC - Agencies, Higher Education, Family Concerns  
HSC 582 Practicum in Managing the Human Services  
HSC 600 Registered Student in Good Standing  
HSC 602 Human Services in the Republic of Ireland  
HSC 606 Review of Literature  
HSC 607 Integrative Paper  
HSC 658 Personnel Services in Basic Adult Education  
HSC 659 Counseling in Basic Adult Education

### **Language, Literacy, and Specialized Instruction**

- LSI 430 Introduction To Assessment of Reading and Learning Disabilities
- LSI 431 Foundations of Literacy: Assessment and Instruction I
- LSI 432 Developing Literacy: Assessment and Instruction II
- LSI 433 Assessment and Diagnostic Teaching of Reading and Learning Disabilities
- LSI 434 Literature for Successful and Struggling Readers
- LSI 435 Reading Programs: Curriculum, Collaboration, and Administration
- LSI 436 Current Issues and Research in Reading and Learning Disabilities
- LSI 441 The Psychology of Reading
- LSI 443 Psychological Tests and Methods in Diagnosis
- LSI 446 Psychology and Education of the Exceptional Child
- LSI 460 Social-Emotional Development and Classroom Management
- LSI 461 Collaborative Practice and Special Education
- LSI 462 Instructional Strategies for Students With Disabilities I: Accessing General Education Curriculum
- LSI 463 Instructional Strategies for Students With Disabilities II: Diagnosis and Remediation
- LSI 464 Problems and Issues in Special Education
- LSI 465 Induction Into the Field of Education
- LSI 540 Testing and Diagnosis/Reading & Learning Disabilities: Practicum IV
- LSI 542 Testing/Diagnosis of Reading & Learning Disabilities: Practicum I
- LSI 543 Diagnosis and Remediation of Learning Disabilities: Practicum II
- LSI 544 Diagnosis and Remediation of Learning Disabilities: Practicum III
- LSI 548 Independent Study in Reading and Other Learning Disabilities
- LSI 549 Thesis Research in Specialized Instruction
- LSI 585 Student Teaching and Seminar in Special Education-Elementary Education
- LSI 600 Registered Student in Good Standing
- LSI 606 Review of Literature
- LSI 607 Integrative Paper

### **Social and Cultural Foundations**

- SCG 401 Advanced Developmental Psychology
- SCG 402 Psychology of Learning
- SCG 403 Human Development And Learning: Elementary
- SCG 404 Human Development And Learning: the Early Years
- SCG 406 Human Development And Learning: Secondary
- SCG 408 Education And Society
- SCG 409 Reflective Seminar: Sociology of Education
- SCG 410 Introduction to Research: Purposes, Issues, And Methodologies
- SCG 411 Reflective Seminar: Philosophy of Education
- SCG 439 Philosophy And Psychology of Youth And Middle Level Education
- SCG 588 Independent Study in Social And Cultural Foundations in Education
- SCG 603 Proseminar: Culture And Education
- SCG 604 Proseminar: Identity Constructions And Negotiations
- SCG 605 Cultural Pluralism And the Schools: Historical/Sociological Foundations
- SCG 606 Review of Literature
- SCG 607 Integrative Paper
- SCG 608 Proseminar: Ideology, Power And Politics
- SCG 610 Introduction to Research Methods
- SCG 611 Proseminar: Philosophical Studies in Education and Culture
- SCG 635 Advanced Qualitative Research Methodologies
- SCG 636 Thesis Research
- SCG 701 Ethics And Education
- SCG 711 Culture, Power And Education
- SCG 721 Human Development And the Educational Process
- SCG 725 Seminar: Frameworks of Inquiry in Educational Research
- SCG 735 Advanced Quantitative Research Design And Statistics I
- SCG 739 Disciplined Inquiry Seminar I
- SCG 745 Advanced Qualitative Research Design I

SCG 749 Disciplined Inquiry Seminar II  
 SCG 751 Curriculum for Human And Community Development  
 SCG 755 Advanced Quantitative Research Design And Statistics II  
 SCG 759 Disciplined Inquiry Seminar III  
 SCG 765 Advanced Qualitative Research Design II  
 SCG 769 Disciplined Inquiry Seminar Iv  
 SCG 775 Frameworks of Inquiry in Educational Research I  
 SCG 779 Disciplined Inquiry Seminar: Literature Review/Proposal  
 SCG 785 Frameworks of Inquiry in Educational Research II  
 SCG 789 Disciplined Inquiry Seminar: Beginning Research  
 SCG 895 Advanced Doctoral Research Seminar: Quantitative

### **Teaching And Learning**

T&L 400 Clinical Experiences With Infants And Toddlers  
 T&L 401 Clinical Experiences With Young Children And Families)  
 T&L 402 Clinical Experiences With Pre-Schoolers  
 T&L 403 Clinical Experiences in Primary Grades  
 T&L 405 Professional Practice in Secondary Schools  
 T&L 406 Language Development of the Young Child  
 T&L 407 Preprimary Programs: Curriculum And Strategy  
 T&L 408 Curriculum And Instruction in Primary Grades  
 T&L 409 Professional Practice in Elementary Schools  
 T&L 411 Assessment in Early Childhood  
 T&L 412 Emerging Reading And Language Arts  
 T&L 413 Reading/Language Arts in the Middle Grades  
 T&L 414 Literacy in the Secondary School (Prerequisite(S): T&L 405)  
 T&L 415 Teaching And Learning Elementary School Science  
 T&L 416 Teaching And Learning Elementary School Mathematics  
 T&L 417 Curriculum in Language Communications  
 T&L 418 Learning Through the Arts  
 T&L 419 Practicum: Curriculum And Methods in Social Studies  
 T&L 420 Math And Science in Early Childhood  
 T&L 426 Teaching Writing  
 T&L 428 Teaching Literature  
 T&L 429 Teaching Young Adult Literature  
 T&L 435 Teaching, Learning, And Assessing Middle School Mathematics  
 T&L 436 Teaching And Learning Secondary School Mathematics  
 T&L 439 Methods of Secondary Science Education  
 T&L 449 Teaching Modern Languages  
 T&L 453 Teaching History And Social Science in Secondary Schools  
 T&L 460 Instructional Technology for All Students  
 T&L 465 Visual Art Education I: Histories of Looking  
 T&L 466 Visual Arts II: Pedagogy  
 T&L 525 Reading, Writing, And Communicating Across the Curriculum  
 T&L 585 Elementary Student Teaching And Seminar  
 T&L 588 Independent Study in Teaching And Learning  
 T&L 589 Thesis Research in Teaching And Learning  
 T&L 590 Secondary Student Teaching And Seminar  
 T&L 595 Early Childhood Student Teaching And Seminar  
 T&L 600 Registered Student in Good Standing  
 T&L 606 Review of Literature  
 T&L 607 Integrative Paper  
 T&L 610 Induction Into the Teaching Profession: Elementary  
 T&L 611 Induction Into the Teaching Profession: Secondary  
 T&L 612 Critical Reflection, Teaching, and Classroom Practice  
 T&L 613 Negotiating Curriculum in the Classroom  
 T&L 614 Induction Into the Teaching Profession: Early Childhood

**COURSE DESCRIPTIONS**

Please visit Campus Connection at <https://campusconnect.depaul.edu> for current course information. If you do not have a password for Campus Connection you may log on as a guest. Once you are on Campus Connection please select Course Descriptions followed by the program or concentration. Course descriptions for the Doctoral Program may be found under Administration and Supervision (A&S courses), Curriculum Studies (CS courses), and Social & Cultural Foundations in Education (SCG courses).

