



SCHOOL
OF
EDUCATION.

SCHOOL OF EDUCATION

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GENERAL INFORMATION

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

As an urban institution, the School 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.

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SCHOOL OF EDUCATION DEPARTMENTS

DEPARTMENT OF LEADERSHIP IN EDUCATION, LANGUAGE, AND HUMAN SERVICES

The 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

The Department of Educational 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 educational 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

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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, English, Geography, History, Mathematics, Modern Languages, Social Science, Physics and Visual Arts.

ADMISSION REQUIREMENTS

Applicants 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

Master's programs require a 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 the Thesis and Masters Papers Handbook for details. 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 the Ed.D. handbook for additional details.

CERTIFICATION

The 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 tests 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.

All certification and endorsement requirements are subject to change based on Illinois State Board of Education modifications in requirements.

PROBATION AND DISMISSAL

Students 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

Students 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

Students 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 Catalog for additional university requirements and deadlines.

DEPARTMENT OF LEADERSHIP IN EDUCATION, LANGUAGE, AND HUMAN SERVICES

BILINGUAL BICULTURAL EDUCATION PROGRAM

The 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 and English as a New Language test)
- English as a Second Language (ESL) (requires an Illinois English as a New Language test)

Admission Requirements

- A completed School of Education graduate application
- 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
- A resume or curriculum vitae
- Two letters of recommendation from professors or supervisors
- One official transcript 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 the Social Order
SCG 410	Introduction to Research: Purposes, Issues and Methodologies
SCG 439	Philosophy and Psychology of Middle Level Education

Eight Bilingual/Bicultural courses (36 hours):

BBE 402	Bilingual-Bicultural Curriculum Development
BBE 404	Language, Literacy, and Culture
BBE 407	Equity Issues in Assessment
BBE 466	First and Second Language Acquisition
BBE 474	Biliteracy Practices: Elementary
OR	
BBE 476	Biliteracy Practices: Secondary/Adult
BBE 510	Advanced Language Seminar (MED degree only)
BBE 406	Sociopolitical and Historical Perspectives in Bilingual Education
BBE 526	Theoretical Foundations of Teaching ESL
BBE 554	Methods of Teaching ESL: Elementary
OR	
BBE 556	Methods of Teaching ESL: Secondary/Adult

Research course (4 hours):

BBE 520	Research Methods in Bilingual and Second Language Education (prerequisite: SCG 410)
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Field Experience Hours (0 hours):

BBE 097	Field Experiences in Bilingual and Second Language Education (non-credit)
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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).
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Master of Education: Capstone project in conjunction with faculty advisement

BBE 608	Capstone in Bilingual/Bicultural Education (non-credit)
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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 474	Biliteracy Practices: Elementary
OR	
BBE 476	Biliteracy Practices: Secondary/Adult
BBE 466	First and Second Language Acquisition
BBE 554	Methods of Teaching ESL: Elementary
OR	
BBE 556	Methods of Teaching ESL: Secondary/Adult
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)

Endorsements in English as a Second Language (ESL) and Bilingual Education require State of Illinois certification tests.

CURRICULUM STUDIES PROGRAM

The 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

- Lincoln Park

Admission Requirements

- A completed School of Education graduate application
- 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 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
- Resume
- Personal statement (see application for details)
- 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 the Social Order

SCG 409 Sociology of Education

SCG 411 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):

CS 580	Research Seminar in Curriculum Studies (for M.Ed.)
CS 582	Practicum in Curriculum Studies (for M.Ed.)
CS 589	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: Capstone project in conjunction with faculty advisement

CS 608	Capstone in Curriculum Studies (non-credit)
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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

The 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

- 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 completed School of Education graduate application
- A bachelor's degree conferred by an accredited, recognized 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
- Personal essay that discusses your educational and professional goals
- Resume
- Evidence of adequate background for the program
- On-site writing sample (applicant will be contacted after application is complete)

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 the Social Order

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 608 Capstone in Educational Leadership (non-credit)

Degree Requirements: Physical Education Concentration

Courses (48 quarter hours)

Foundations (12 hours)

SCG 401	Advanced Developmental Psychology
OR	
SCG 402	Psychology of Learning
SCG 408	Education and the Social Order
SCG 410	Introduction to Research: Purposes, Issues and Methodologies

Administration and Supervision (16 quarter hours)

A&S 491	Administrative Theory and Behavior
A&S 495	School Law
A&S 496	Home, School, Community Relations
A&S 498	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

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

Elective Course (M.Ed. only) (4 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)
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Master of Education: Capstone project in conjunction with faculty advisement

A&S 608	Capstone in Educational Leadership (non-credit)
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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

The program in Human Services and Counseling fosters leadership in human services and provides professionals with theoretical frameworks and competencies that prepare them to provide counseling services. Career opportunities include school counseling in elementary and secondary schools; working with young children and families counseling in community agencies; higher education counseling and advising in colleges; career counseling through the lifespan; counseling in hospitals or institutional-care settings; group counseling; couples 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 within the Program

- Student Affairs
- School Counseling

- Family and Young Child Counseling
- Community Counseling

Certification and State Licensure

See information under each Concentration

Admission Requirements for All Concentrations

- A completed School of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 on a 4.0 scale
- One year of successful teaching or full-time paid work experience (after bachelor’s degree)
- Three letters of recommendation from professors or work supervisors
- One official transcript from each college or university attended
- Resume
- Interview with program faculty, upon request
- Personal statement (see application for details)

Degree Requirements: Student Affairs Concentration

Program Description:

This Master’s degree prepares Human Service professionals to work in various offices within student affairs such as in career centers, offices of residence life, and college counseling centers. It provides the Human Service Professional with the skills and processes to provide individual and group counseling and to serve as a leader and advocate for students, universities, and the profession.

Courses (60 hours)

Social and Cultural Foundations courses (8 hours)

SCG 401 Advanced Developmental Psychology

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Counseling courses (52 hours)

A&S 487 Foundation of Student Affairs

A&S 488 Knowledge and Skills in Student Affairs

A&S 489 Contextual Dimensions of Student Affairs

A&S 490 Program Development in Student Affairs

HSC 400 Technology in Counseling (1 hour)

HSC 451 Legal and Ethical Issues in Counseling

HSC 452 Introduction to the Counseling Profession

HSC 454 Career Counseling

HSC 458 Group Counseling

HSC 461 Testing and Appraisal

HSC 467 Counseling Theories

HSC 501 Counseling Skills

HSC 510 Multicultural Counseling

HSC 511 Supervision (1 hour)

HSC 512 Crisis Intervention (1 hour)

HSC 513 Consultation for Counselors (1 hour)

Practicum, Internship & Research (12 hours)

Prerequisites: All courses with the exception of HSC 512 and HSC 513 must be completed prior to Practicum. Permission to be enrolled in Practicum and 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 552 Practicum (100 clock hours)

[prerequisites: HSC 458, HSC 461, HSC 511, A&S 489]

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

[prerequisites: HSC 552 and HSC 522]

HSC 554 Internship in Human Services and Counseling II (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). Registration for HSC 559 and an oral examination on the thesis are required

HSC 559 Thesis Research in Human Services and Counseling (non-credit)

Master of Education: Capstone project with faculty supervision written in conjunction with HSC 552, 553 and 554 above.

HSC 608 Capstone in Human Services and Counseling (non-credit)

Degree Requirements School Counseling Concentration

Program Description:

This Master's degree allows the student to become certified as a school counselor (Type 73 Certification). The Sequence prepares Human Service professionals to work with in public and private K-12 school systems and gives the Human Service Professional skills and processes to provide individual and group counseling and to serve as a leader and advocate for students, schools, and the profession.

Courses (60 hours)

Social and Cultural Foundations courses (8 hours)

SCG 401 Advanced Developmental Psychology

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Counseling courses (56 hours)

HSC 400 Technology in Counseling (1 hour)

HSC 451 Legal and Ethical Issues in Counseling

HSC 452 Introduction to the Counseling Profession

HSC 458 Group Counseling

HSC 461 Testing and Appraisal

HSC 467 Counseling Theories

HSC 475 Career Counseling for School Counselors

HSC 489 Psychopathology

HSC 501 Counseling Skills

HSC 510 Multicultural Counseling

HSC 513 Consultation for Counselors (1 hour)

HSC 519 Special Education: Legal and Professional Issues for School Counselors (2 hours)

HSC 520 Counseling Children and Adolescents

HSC 521 Contextual Dimensions of School Counseling

HSC 522 Delivery of Developmental and Prevention School Counseling Programs

Practicum, Internship & Research (12 hours)

Prerequisites: All courses with the exception of HSC 512 and HSC 513 must be completed prior to Practicum. Permission to be enrolled in Practicum and 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 552 Practicum (100 clock hours)

[prerequisites: HSC 475, HSC 458, HSC 461, HSC 489, HSC 519, HSC 520]

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

[prerequisites: HSC 552 and HSC 522]

HSC 552 and HSC 522

HSC 554 Internship in Human Services and Counseling II (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). Registration for HSC 559 and an oral examination on the thesis are required

HSC 559 Thesis Research in Human Services and Counseling (non-credit)

Master of Education: Capstone project with faculty supervision written in conjunction with HSC 552, 553 and 554 above.

HSC 608 Capstone in Human Services and Counseling (non-credit)

Degree Requirements: Family and Young Child Counseling Concentration

To earn the Master of Arts, you must complete a minimum of 16 courses plus Internship/Research I and II (six months, 600 clock hours) is required (72 quarter hours). A thesis and oral examination on the thesis is required.

Master of Education: minimum of 16 courses plus Internship I and Internship II (six months: 300 clock hours) is required (72 quarter hours) Review of Literature Paper and Integrative Paper required.

Program Description: This Master's degree leads to Licensed Professional Counselor (LPC) and, with additional training, clinical hours, and state exam, Licensed Clinical Professional Counselor (LCPC) or Licensed Marriage and Family Therapist (LMFT) in the State of Illinois. This sequence prepares Human Service professionals to work with young children and their families through the skills of assessment, marriage and family therapy, counseling and group skills. It also examines play and art therapy with children. Emphasis is on families and children ages birth through eight years old. Such a specialty gives the Human Service Professional skills and processes to work individually or on a team basis in service to families and children. The Family and Young Child professional can work in a variety of settings from early intervention to family agencies as well as private practice.

Courses (64 hours)

Human Development courses (12 hours)

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 (practicum hours required)

Early Childhood Education courses (8 hours)

HSC 407 History and Ethics of Early Childhood Counseling Programs

HSC 408 Early Intervention Strategies and Child Relationships

Family courses (12 hours)

HSC 409 Child, Family and Multicultural Community

HSC 440 Family and Child Assessment Techniques

HSC 556 Couples and Family Counseling

Family/Child Specialist Skills and Processes courses (28 hours)

HSC 400 Technology in Counseling (1 hour)

HSC 452 Introduction to the Counseling Profession

HSC 454 Career Counseling

HSC 458 Group Counseling

HSC 467 Counseling Theories

HSC 489 Psychopathology

HSC 501 Counseling Skills for Effective Human Interaction

HSC 511 Supervision (1 hour)

HSC 512 Crisis Intervention (1 hour)

HSC 513 Consultation for Counselors (1 hour)

Research course (4 hours)

SCG 410 Introduction to Research: Purposes, Issues and Methodology

Internship and Research (8 hours)

Prerequisites: All above courses must be completed. The process of internship calls for

a minimum of six weeks before the start of the quarter in which the student wishes to begin and attendance at an Internship Orientation Session. Consult your advisor for internship application process.

- HSC 553** Internship in Human Services and Counseling I (300 clock hours, M.Ed. or M.A. research)
HSC 554 Internship in Human Services and Counseling II (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). Registration for HSC 559 and an oral examination on the thesis are required

- HSC 559** Thesis Research in Human Services and Counseling (non-credit)

Master of Education: Capstone project with faculty supervision written in conjunction with HSC 553 and 554 above.

- HSC 608** Capstone in Human Services and Counseling (non-credit)

Degree Requirements: Community Counseling Concentration

Program Description

This Master's degree allows the student, after passing the state licensure exam, to become licensed as a Licensed Professional Counselor (LPC). The Sequence prepares Human Service professionals to work with in various settings such as community agencies, private practice, and not-for-profit organizations. Such a specialty gives the Human Service Professional skills and processes to provide individual and group counseling and to serve as a leader and advocate for clients, communities, and the profession.

The course sequence below 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/>.

Courses (60 hours)

Social and Cultural Foundations courses (8 hours)

- SCG 401** Advanced Developmental Psychology
SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Counseling courses (56 hours)

- HSC 400** Technology in Counseling (1 hour)
HSC 410 Administration/Supervision of Human Services and Counseling Programs
HSC 451 Legal and Ethical Issues in Counseling
HSC 452 Introduction to the Counseling Profession
HSC 454 Career Counseling
HSC 458 Group Counseling
HSC 461 Testing and Appraisal
HSC 466 Assessment and Treatment of Chemical Dependency
HSC 467 Counseling Theories
HSC 489 Psychopathology
HSC 501 Counseling Skills
HSC 510 Multicultural Counseling
HSC 511 Supervision (1 hour)
HSC 512 Crisis Intervention (1 hour)
HSC 513 Consultation for Counselors (1 hour)
HSC 556 Couples and Family Counseling

Human Services Elective (4 hours)

Practicum, Internship & Research (12 hours)

Prerequisites: All courses with the exception of HSC 512 and HSC 513 must be completed prior to Practicum. Permission to be enrolled in Practicum and 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 552	Practicum (100 clock hours) [prerequisites: HSC 458, HSC 461, HSC 489, HSC 511]
HSC 553	Internship in Human Services and Counseling I (300 clock hours; M.Ed. or M.A. research) [prerequisites: HSC 552 and HSC 522]
HSC 554	Internship in Human Services and Counseling II (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). Registration for HSC 559 and an oral examination on the thesis are required

HSC 559	Thesis Research in Human Services and Counseling (non-credit)
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Master of Education: Capstone project with faculty supervision written in conjunction with HSC 552, 553 and 554 above.

HSC 608	Capstone in Human Services and Counseling (non-credit)
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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

The 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 completed School of Education graduate application
- 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 reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Personal statement (see application for details)
- Resume
- Interview

Additional Requirements for Reading and Learning Disabilities Concentration

- Evidence of one year of successful teaching experience
- Evidence of adequate background for the program
- Evidence of Illinois Core Teaching, Language Arts, and Technology skills

Additional Requirements for Dual Certification Concentration

- Writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof)

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
- SCG 408** Education and the Social Order

Introductory Courses (8 quarter hours)

- T&L 404** Introduction to 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 field hours)

- LSI 096** Field Experience for Dual Certification (non-credit)

Student Teaching (8 hours)

- LSI 585** Special Education Student Teaching (Time divided between

regular and special education teacher) (8 hours)

Induction (4 hours)

LSI 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 Specialized Instruction (4 hours)

Master of Education: Capstone project in conjunction with faculty advisement

LSI 608 Capstone in Language, Literacy, and Specialized Instruction (non-credit)

Degree Requirements: Reading and Learning Disabilities Concentration

Courses Master of Education: (52 hours) Master of Arts (56 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 Sociology of Education

SCG 411 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: Capstone project in conjunction with faculty advisement.

LSI 608 Capstone in Language, Literacy, and Specialized Instruction (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

The Social and Cultural Foundations Program is committed to inquiry that examines the relationship of schooling, education, and educational 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 bachelor's 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
- A bachelor's degree conferred by an accredited, recognized institution
- A bachelor's degree from an accredited institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- One official transcript from each college or university attended
- Three academic letters of reference
- Resume
- 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 may be requested
- 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 master's thesis project.

SCG 603 Proseminar: Culture and Education

SCG 604 Proseminar: Identity, Constructions and Negotiations

SCG 608 Proseminar: Ideology, Power and Politics

SCG 611 Proseminar: Philosophical Studies in Education

Research Inquiry Core Courses (8 hours)

Research Inquiry courses give students the opportunity to begin deciding on the research methodology or methodologies appropriate to 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

The 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, Japanese, Italian, 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 field 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) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in general education necessary for Illinois State Certification will have to complete those requirements. An academic advisor will guide candidates in planning their completion.

The program is completed in several phases: coursework, student teaching, certification, teaching (along with induction courses), and master's completion. As a requirement of the degree, students must take the induction courses during the first year of teaching. The induction courses not only provide critical support to beginning teachers but are an important component of beginning teachers' professional development.

Degree Program

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

Concentrations

- Early Childhood Concentration
- Elementary Concentration
- Secondary Concentration

Campus Locations

- 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 completed School of Education graduate application
- 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
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with program advisor, upon request
- Evidence of adequate background for the program
- Resume

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 (SCG 025 registration required)
- Pass ISP 120 (Quantitative Reasoning) 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 (8 hours)

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)

Social and Cultural Foundations Courses (8 hours)

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Choose one

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Early Childhood Studies Courses (24 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 Experience Courses (4 hours)

- T&L 400** Clinical Experiences with Infants and Toddlers
(taken concurrently w/ SCG 404) (1 hour)
 - T&L 401** Clinical Experiences with Young Children and Families
(taken concurrently w/ HSC 409) (1 hour)
 - T&L 402** Clinical Experiences with Preschoolers
(taken concurrently w/ T&L 407) (1 hour)
 - T&L 403** Clinical Experiences in Primary Grades
(taken concurrently w/ T&L 408) (1 hour)
- Student Teaching and Seminar (8 hours)
- T&L 595** Early Childhood Student Teaching (6 hours)
 - T&L 596** Early Childhood Seminar (2 hours)
- Induction (4 hours) choose one of the following:
- T&L 410** Children's Literature & Family Literacy
 - 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)

Introductory Courses (8 hours)

- T&L 404** Introduction to Elementary Schools
- SCG 403** Human Development and Learning: Elementary

Social and Cultural Foundations Courses (8 hours)

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

Choose one of the following:

- SCG 408** Education and the Social Order
- SCG 409** Sociology of Education
- SCG 411** Philosophy of Education

Theory and Practice Courses (32 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
- T&L 419** Curriculum & Strategies for the Social Studies
- T&L 422** Classroom Assessment
- LSI 446** Psychology and Education of the Exceptional Child

Field Experiences (0 hours)

- SCU 095** Field Experiences with Children and Youth (minimum of 100 hours of daytime field experience) (non-credit)

Student Teaching (8 hours)

- T&L 585** Elementary Student Teaching (6 hours)
- T&L 586** Elementary Seminar (2 hours)

Induction Year (4 hours)

Induction year courses are designed to assist students to negotiate the first year of teaching and aid in professional development. As a requirement of the degree, students must take the induction course during the first year of teaching.

- T&L 610** Induction into the Teaching Profession: Elementary (**required**)

Recommended/Optional to 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)

Introductory Courses (12 hours)

T&L 424 Introduction to Secondary Education
SCG 406 Human Development and Learning: Secondary
T&L 425 Professional Practice in Secondary Schools (**Prerequisite: T&L 424**)

Content Area Courses (4-12 hours)

Evaluation of the content area must be completed by a faculty advisor. Evaluation will determine if deficiencies exist in the content area for certification. Both deficiencies and all graduate level content area courses must be completed before student teaching.

Social and Cultural Foundations Courses (8 hours)

SCG 410 Introduction to Research: Purposes, Issues and Methodologies
Choose one of the following:
SCG 408 Education and the Social Order
SCG 409 Sociology of Education
SCG 411 Philosophy of Education

Theory and Practice Courses (12-20 hours)

LSI 446 Psychology and Education of the Exceptional Child

T&L 525 Reading, Writing and Communicating Across the Curriculum
OR
T&L 414 Literacy in the Secondary School (English content area only)

Students take 1-3 Theory & Practice courses in the teaching area. (**Prerequisite: T&L 425**)

English

T&L 426 Teaching Writing
T&L 428 Teaching Literature
T&L 429 Teaching Young Adult Literature

History and Social Sciences

T&L 453 Teaching History And Social Science In Secondary Schools

Mathematics

T&L 436 Teaching And Learning Secondary Mathematics

Modern Languages

T&L 449 Teaching Modern Languages

Sciences

T&L 439 Methods Of Secondary Science Education

Visual Arts

T&L 465 Visual Art I: Histories of Looking

T&L 466 Visual Arts II: Pedagogy

Field Experiences (0 hours)

SCU 095 Field Experiences with Children and Youth (minimum of 100

hours of daytime field experience) (non-credit)
Student Teaching (8 hours)

T&L 590 Secondary Student Teaching (6 hours)

T&L 591 Secondary Seminar (2 hours)

Induction Year (4 hours)

Induction year courses are designed to assist students to negotiate the first year of teaching and aid in professional development. As a requirement of the degree, students must take the induction course during the first year of teaching.

T&L 611 Induction into the Teaching Profession (**required**)

Recommended/Optional to 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

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 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
- Completion of all content or concentration area coursework
- Completion of Introduction, Social and Cultural Foundations, Theory and Practice and Early Childhood Studies (ECE only) courses
- 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 approval to student teach.

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.

All certification and endorsement requirements are subject to change based on Illinois State Board of Education modifications in requirements.

DOCTOR OF EDUCATION PROGRAM

The 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 institution
- Have experience in an educational role
- Have demonstrated leadership or leadership potential
- Are willing and able to make the necessary commitment of time to the program
- Are 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

Admissions Process

The admissions 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 an 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.
- A completed School of Education graduate application.

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 (76 credit hours (68 credit hours of coursework and 8 credit hours of dissertation research), doctoral dissertation, and oral defense. The superintendent endorsement requires an additional 4 credit hour internship.)

A&S 801	Leadership Practices for Urban Administrators
A&S 811	Assessment and Accountability
CS 704	Curriculum Discourses/Perspectives Over Time
CS 751	Curriculum for Human and Community Development
SCG 701	Ethics and Education
SCG 711	The Social Foundations of Multiculturalism
SCG 721	Human Development and the Educational Process

Concentrations: choose one (28 hours)

Curriculum Studies

CS 754	Curriculum Theorizing: Multiple Lenses
CS 761	Assessing School Curriculum
CS 764	Ideology, Culture, and Society: Youth Development
CS 774	Engaging in Curriculum Deliberation
CS 784	Curriculum and Program Design
CS 849	Supervised Dissertation Proposal Development
CS 859	Dissertation Research in Curriculum Studies (to be taken only after all other coursework is completed)

Educational Leadership

A&S 803	School Programs, Plant and Human Resources (prereq: instructor approval and a course in School Administration)
A&S 823	Community Consensus Building for School Improvement
A&S 843	The Politics of Schooling
A&S 873	Current Trends in Budgeting and Finance
A&S 883	School Law
A&S 849	Supervised Dissertation Proposal Development
A&S 859	Dissertation Research in Educational Leadership (to be taken only after all other coursework is completed)

Dissertation Research (20 hours)

SCG 775	Seminar: Frameworks of Inquiry in Educational Research I
SCG 785	Seminar: Frameworks of Inquiry in Educational Research II
SCG 735 & 755	Advanced Quantitative Research Methods I & II
OR	
SCG 745 & 765	Advanced Qualitative Research Methods I & II
SCG 895	Advanced Doctoral Research Seminar

Internship (Superintendent credential only) (4 hours)

A&S 899	Superintendent Internship
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Doctoral Dissertation

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

COURSE LISTING BY CATEGORY (INDEX OF GRADUATE COURSES)

Bilingual/Bicultural Education

- BBE 097 Field Experiences in 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 Bilingual Literacy, Language and Content in Bilingual Education
- BBE 466 First and Second Language Acquisition
- BBE 474 Bilingual Practices: Elementary
- BBE 476 Bilingual Practices: Secondary/Adult
- 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 554 Methods of Teaching ESL: Elementary
- BBE 556 Methods of Teaching ESL: Secondary/Adult
- BBE 589 Thesis Research in Bilingual/Bicultural Education
- BBE 600 Registered Student in Good Standing (non-credit)
- BBE 608 Capstone in Bilingual/Bicultural Education (non-credit)

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 (non-credit)
 CS 601 Workshop: Alternative Approaches To Early Childhood Education
 CS 608 Capstone in Curriculum Studies (non-credit)
 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 849 Supervised Dissertation Proposal Development
 CS 859 Independent Dissertation Research: Curriculum Studies

Educational Leadership

A&S 465 Administrative Planning
 A&S 469 Educational Finance
 A&S 487 Foundation of Student Affairs
 A&S 488 Knowledge and Skills in Student Affairs
 A&S 489 Contextual Dimensions of Student Affairs
 A&S 490 Program Development in Student Affairs
 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 570 Historical, Philosophical and Theological Foundations of Catholic School Leadership
 A&S 571 Spiritual and Administrative Leadership in Catholic Schools
 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 (non-credit)
 A&S 608 Capstone in Educational Leadership (non-credit)
 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 849 Supervised Dissertation Proposal Development
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 400 Technology in Counseling (1 hour)
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 Ethics of Early Childhood Counseling Programs
HSC 408 Early Intervention Strategies and Child Relationships
HSC 409 Child, Family and Multicultural Community
HSC 440 Family and Child Assessment Techniques
HSC 451 Legal and Ethical Issues in Counseling
HSC 452 Introduction to the Counseling Profession
HSC 454 Career Counseling
HSC 458 Group Counseling
HSC 461 Testing and Appraisal
HSC 466 Assessment and Treatment of Chemical Dependency
HSC 467 Counseling Theories
HSC 468 Current Issues in Human Services
HSC 475 Career Counseling for School Counselors
HSC 489 Psychopathology
HSC 501 Counseling Skills
HSC 510 Multicultural Counseling
HSC 511 Supervision (1 hour)
HSC 512 Crisis Intervention (1 hour)
HSC 513 Consultation for Counselors (1 hour)
HSC 519 Special Education: Legal and Professional Issues for School Counselors (2 hours)
HSC 520 Counseling Children and Adolescents
HSC 521 Contextual Dimensions of School Counseling
HSC 522 Delivery of developmental and Prevention School Counseling Programs
HSC 523 Learning and Classroom Management for School Counselors
HSC 551 Research Seminar in Human Services and Counseling
HSC 552 Practicum
HSC 553 Internship in Human Services and Counseling I
HSC 554 Internship in Human Services and Counseling II
HSC 556 Couples and Family Counseling
HSC 558 Independent Study in Human Services and Counseling
HSC 559 Thesis Research in Human Services and Counseling
HSC 600 Registered Student in Good Standing (non-credit)
HSC 608 Capstone in Human Services and Counseling (non-credit)

Liberal Studies in Education (LSE)

LSE 460 International Studies in Education

Language, Literacy, and Specialized Instruction

LSI 096 Field Experiences for Dual Certification (non-credit)
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 445 Teaching Students with Reading & Learning Disabilities
 LSI 446 Psychology and Education of the Exceptional Child
 LSI 452 Teaching Students with Emotional & Behavior Disorders
 LSI 454 Teaching Students with Mental Retardation
 LSI 455 Teaching Students with Physical Disabilities
 LSI 456 Advanced Issues and Strategies on Special Education
 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 466 Teaching Students with High Incidence Disabilities I
 LSI 467 Teaching Students with High Incidence Disabilities II
 LSI 468 Teaching Students with Low Incidence Disabilities I
 LSI 469 Teaching Students with Low Incidence Disabilities II
 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 (non-credit)
 LSI 608 Capstone in Language, Literacy, and Special Instruction (non-credit)

Social and Cultural Foundations

SCG 025 Basic Technology Literacy
 SCU 095 Field Experiences with Children and Youth (non-credit)
 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 the Social Order
 SCG 409 Sociology of Education
 SCG 410 Introduction to Research: Purposes, Issues and Methodologies
 SCG 411 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 608 Proseminar: Ideology, Power and Politics
 SCG 610 Introduction to Research Methods
 SCG 611 Proseminar: Philosophical Studies in Education
 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 785 Frameworks of Inquiry in Educational Research II
 SCG 895 Advanced Doctoral Research Seminar

Teaching And Learning

T&L 400 Clinical Experiences with Infants and Toddlers (1 hour)
 T&L 401 Clinical Experiences with Young Children and Families (1 hour)
 T&L 402 Clinical Experiences with Pre-Schoolers (1 hour)
 T&L 403 Clinical Experiences in Primary Grades (1 hour)
 T&L 404 Introduction to Elementary Education
 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 410 Children's Literature & Family Literacy
 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
 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 Curriculum & Strategies for the Social Studies
 T&L 420 Math and Science in Early Childhood
 T&L 422 Classroom Assessment
 T&L 424 Introduction to Secondary Education
 T&L 425 Professional Practice in Secondary Education
 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 455 Readings in American History
 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 (6 hours)
 T&L 586 Elementary Student Teaching Seminar (2 hours)
 T&L 588 Independent Study in Teaching and Learning
 T&L 589 Thesis Research in Teaching and Learning
 T&L 590 Secondary Student Teaching (6 hours)
 T&L 591 Secondary Student Teaching Seminar (2 hours)
 T&L 595 Early Childhood Student Teaching (6 hours)
 T&L 596 Early Childhood Student Teaching Seminar (2 hours)
 T&L 600 Registered Student in Good Standing (non-credit)
 T&L 606 Review of Literature (non-credit)
 T&L 607 Integrative Paper (non-credit)
 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
T&L 616 Special Topics in Induction to Teaching and Learning: Classroom Assessment

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).