

**DEPAUL
UNIVERSITY**



Course Catalog

School of Education Graduate Studies

Summer/Autumn 2010-2011

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General Information

School of Education - Graduate Studies □ General Information

Catalog Version

GRADUATE UPDATE: JUNE 15, 2010

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School of Education - Graduate Studies □ General Information □ About

About

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.

School of Education - Graduate Studies □ General Information □ Administration

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SOE Graduate Student Handbook

School of Education - Graduate Studies ▢ SOE Graduate Student Handbook

About SOE Academic Policies

In addition to the DePaul University Graduate Student Handbook, the School of Education Graduate Student Handbook includes the rules and regulations for its graduate programs. Additional academic information and regulations applicable to our graduate programs appears in the specific graduate section.

As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

Specific Graduate Program Information can be found on each program page.

School of Education - Graduate Studies ▢ SOE Graduate Student Handbook ▢ Admission, Readmission, and Reclassification

Admission, Readmission, and Reclassification

Admission

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.

Readmission

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.

Reclassification

Students may change from one advanced graduate program to another, but only by applying for reclassification. Admissions criteria differ from program to program, and students must be accepted in the new program before taking courses. Students are strongly encouraged to speak to a faculty member in the program of interest to discuss reclassification options. Graduate students who are interested in changing programs within the School of Education must complete a Reclassification Application Form. These forms are located in the School of Education Office or online (<http://education.depaul.edu>). The students file will be reevaluated to determine if the admission guidelines for the program for which he/she is applying are met. Additional documentation may be required. The student will receive a letter stating the status of the application once the file has been evaluated.

The School of Education presently has one doctoral program. If a student wishes to change concentration, he/she should send an email to the Ed.D. Program Director indicating this request and explaining why a change of concentration is in his/her best interest, and how such a change will affect his/her program of study. The student may want to meet with the Academic Advisor to have an audit done so that it is clear what implications such a change would have on the students course of study. The Program Director will decide whether a change of concentration will be permitted.

School of Education - Graduate Studies ▢ SOE Graduate Student Handbook ▢ Certification Requirements

Certification Requirements

The School of Education offers approved programs for State of Illinois certification in ten areas of study. 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): Physical Education
Type 10	Special (K-12): Reading Specialist
Type 10	Special (K-12): World Language
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. All individuals must meet ISBE requirements in place at the time of application for the certificate.

[School of Education - Graduate Studies](#) ▢ [SOE Graduate Student Handbook](#) ▢ [Endorsement Evaluations](#)

Endorsement Evaluations

Students in Teacher Education Programs can submit an application to their academic advisor to request an endorsement evaluation. The SOE can only evaluate transcripts for those programs or content areas that are offered in the SOE. Any other programs or content areas will require an Illinois State Board of Education evaluation.

A doctoral candidate may apply for ISBE Superintendent's Endorsement when the following conditions are met:

- ✓ Successful completion of all doctoral coursework, including the Educational Leadership concentration, core and research courses.
- ✓ Successful completion of A&S 899 Superintendent Internship and all the related clinical experiences.
- ✓ Completion of candidacy paper requirements
- ✓ Current holder of a valid ISBE Type 75 certificate
- ✓ Two years of documented administrative experience while holding the Type 75 general administrative certificate.
- ✓ Successful pass score on the ISBE Superintendent's exam

Evaluation and Credit

Auditing Courses

Students cannot audit courses that are part of their degree or certification requirement. However, students may choose to audit other courses. Audited courses are not graded and students receive no credit for the course.

Cumulative GPA Requirement

No more than two C or C+ grades can be accepted for graduate credit toward the degree, and then only if there are corresponding grades of higher value to produce a cumulative GPA of 3.00.

Double Counting Courses

Under no circumstances can a course taken at DePaul University or at any other college or university fulfill degree requirements in more than one degree program. A course can only be counted as fulfilling the degree requirements of one degree program.

Eight-Year Limit on Courses

Courses taken at DePaul University or any other college or university that were completed more than 8 years ago can only be counted toward certification, degree, and/or content area requirements after a review of the students transcripts. Transcripts will be evaluated based on the most-up-to-date certification, degree, and content area requirements. Courses will be evaluated at the discretion of a faculty advisor.

General Education Coursework (Content Area Prerequisites)

All State general education requirements must be completed prior to student teaching. A grade of C or better is required for all general education requirements. DePaul-approved CLEP tests may substitute for appropriate general education coursework. Remedial coursework cannot substitute for general education coursework.

Graduate Credit

Graduate students enrolled in 300 level courses will receive graduate credit for these classes and grades earned in these classes will contribute to the graduate GPA. 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, the 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.

Limit on Transfer Credit for Graduate Students

All SOE graduate students can transfer up to 9-quarter hours (approximately 2 courses) from another college or university as credit toward their Master's or Doctoral degree requirements. All other courses must be DePaul coursework.

Pass/Fail Option

Students can take elective courses or courses not required for certification or degree fulfillment as pass/fail. Courses taken pass/fail are not factored into students GPA. Courses required for certification or degree cannot be taken pass/fail.

Program Completion

Timely completion of a program is important. Students in Master's Programs 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.

Students have ten years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the ten-year clock.) For additional information, refer to the Doctoral Handbook.

Teaching & Learning Induction Coursework

All T&L graduate students are required to complete their Teaching & Learning (T&L) induction coursework through the DePaul University School of Education. The only exception to this policy is demonstration of out-of-state residency.

Graduation Requirements

Students must meet all requirements listed below for graduation.

Degree Conferral Requirement

In order for a student's degree to be conferred, the student must complete all degree coursework and requirements, have a minimum 3.00 GPA, and meet the degree conferral application deadline for the quarter in which he or she wants the degree to be conferred.

Doctorate Requirements to Participate in Graduation Ceremony

Upon successful completion of all requirements (courses, papers/dissertation), an Ed.D. degree is earned. In order to have your degree conferral (granting) process started, students must apply online to formally indicate their intention to graduate. DePaul confers degrees at multiple points during the year, always at the close of terms. Students apply for degree conferral through Campus Connection. Students must submit a separate application to participate in the June graduation ceremony.

To participate in the graduation ceremony in the spring, a doctoral student must complete all required degree coursework, including the successful defense of his or her thesis, by the end of the Spring quarter preceding the ceremony and have applied for graduation before the designated deadline.

Master's Graduation Requirements

To participate in the graduation ceremony in the spring, a graduate student must complete all required degree coursework by the end of the spring quarter preceding the ceremony or have only one course outstanding, which must be completed prior to the end of the Fall quarter following the ceremony. The student must have also applied for graduation before the designated deadline.

Graduating with Distinction

Each SOE program establishes its own criteria for graduating with distinction.

Bilingual Bicultural Program

M.Ed. 4.0 GPA, with Exceeds expectations in 5 BBE courses

M.A. 4.0 GPA, with Exceeds expectations in 5 BBE courses and distinction on thesis as determined by the thesis committee members

Counseling Programs

M.Ed. 4.0 GPA

M.A. 4.0 GPA

Curriculum Studies Program

M.Ed. 3.75 GPA, with no course grades below a B- and completion of the M.Ed. papers

M.A. 3.75 GPA, with no course grades below a B- and completion of the M.A. thesis with distinction

Dual Certification Program

M.Ed. 4.0 GPA or possible revision based on T&L policy

M.A. 4.0 GPA or possible revision based on T&L policy

Educational Leadership Program

M.Ed. Exceeds score on Capstone Projects- School Improvement Plan and Professional Portfolio

M.A. Exceeds on thesis as determined by the thesis committee

Literacy and Specialized Instruction Program

M.Ed. 3.75 GPA, A in LSI 457 with Exceeds score in Capstone Portfolio; at least 6 exceeds in LSI courses; and an A for first year practicum

M.A. 3.75 GPA, A in LSI 457 with Exceeds score in Capstone Portfolio; at least 6 exceeds in LSI courses; and an A for first year practicum; and distinction on thesis paper based on oral defense (Thesis Committee)

Reading Specialist Program

M.Ed. 3.75 GPA and evaluation of Capstone Portfolio based on rubric

M.A. 3.75 GPA and score of 91% or higher on M.A. paper rubric

Social and Cultural Foundations in Education Program

M.A. Distinction based on recommendation for distinction from the student's thesis committee and approval from the Thesis Review Committee

Teaching and Learning Program

M.Ed. 4.0 GPA

M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Doctoral Degree Program (Ed.D.)

The successful completion of a dissertation distinguishes those students at this highest level of their educational careers. The doctoral program does not offer a formal distinction beyond

this accomplishment.

Honors at Commencement Ceremony

Students must complete their degree program and all graduation requirements by the end of the Winter quarter subsequent to the Spring Commencement ceremony in order to be listed as graduating with honors and having his or her name announced as an honor student during the ceremony. However, the honors designation will be noted on students transcripts and diploma regardless of degree completion date.

Seven-Year Limit on Studies

Graduate students have seven years from the date of matriculation to complete program degree requirements. Graduate students may apply for a one-year extension. If a graduate student does not complete his or her degree program requirements within eight years after matriculation, he or she will need to re-apply to the degree program, upon which he or she will have his or her coursework re-evaluated and be subject to any degree program changes or new program requirements.

Doctoral Program Ten-Year Limit on Studies

Students have ten years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the ten-year clock.) For example, for a student who begins in Fall 2009, the program must be completed by Spring 2019. For students approaching this time limit, an application for extension must be submitted to the program office. This should be done no later than the fall of the tenth year, although earlier is preferable. The extension application includes the Request for Extension form, a letter from the student explaining a rationale for his/her request, and a letter of support from his/her dissertation chair.

School of Education - Graduate Studies ▢ SOE Graduate Student Handbook ▢ Probation and Dismissal

Probation and Dismissal

A student in a Master's Program whose GPA falls below a programs minimum GPA requirement will receive a registration hold and be unable to register for classes. The student must meet with his or her academic adviser and make an appointment with the Academic Success Center to develop a plan for returning to good academic standing. Students who remain on academic probation for 3 consecutive quarters will be dismissed from the SOE. Master's students may appeal to the Chair of the Department in which their program is housed for re-admittance or may apply to another graduate program.

Doctoral students who are fully accepted into the program will be placed on probation if their grade point average falls below 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. The first assessment will occur at the end of 12 credit hours. Students will remain on probation until four additional courses are taken at which time a new evaluation is done. If the grade point average is not raised students may be subject to dismissal from the School of Education .

School of Education - Graduate Studies ▢ SOE Graduate Student Handbook ▢ Program Requirements

Program Requirements

Depending on degree and concentration, Master's programs require a minimum of 48-72 quarter hours of coursework. Some of the Master's of Arts programs require the completion of a thesis. In general some Master of Education programs requires two masters papers related to coursework.

The doctoral program requires a minimum of 76 quarter hours of coursework. Completion of a dissertation and an oral defense before a committee of three faculty members are included in the requirements that lead to a Doctor of Education degree.

Please consult specific programs for complete degree requirements.

School of Education - Graduate Studies ▢ SOE Graduate Student Handbook ▢ Student Teaching

Student Teaching

For more detailed information regarding the student teaching process please go to the Department of Teacher Education and select the section Requirements for Student Teaching.

Content Area Coursework

All content area coursework requirements, including graduate-level content area coursework, must be completed prior to student teaching. A grade of C or better is required for all content area coursework requirements. Remedial coursework and CLEP tests cannot substitute for content area coursework.

DEFER Student Teaching

If extenuating circumstances exist, you may request a deferral of your student teaching placement. Valid reasons would only include health-related issues, change in employment status or employment opportunity, personal hardship, or course related issues. **DEADLINE: First day of student teaching.**

Extend STUDENT TEACHING Clearance Deadline

Requests to extend the academic clearance deadline for student teaching may be submitted under extenuating circumstances. A valid request, for example, might occur when you have applied to student teach on time but failed a content area test prior to final clearance. If another testing opportunity exists prior to the start of student teaching, you may apply for an exception to complete the requirement and have your clearance re-evaluated. **DEADLINE: The prior quarters last day to add classes deadline (e.g., for Fall Quarter, the deadline is the prior Spring Quarters last day to add classes deadline; Winter is Falls deadline; Spring is Winters deadline).**

OUT-OF-STATE Student Teaching Placement Request

Requests for out-of-state student teaching placements are granted only on rare occasions and require a statement of hardship for consideration. Valid reasons for the request include health-related issues, change in employment status or employment opportunity, personal hardship, or course-related issues. Please note that to ensure proper supervision additional costs may be associated with out-of state-student teaching. **DEADLINE: Same as student teaching application deadline.**

Student Teaching in an Elementary, Middle School, or High School You Attended as a Student

Students cannot student teach in any school in which they were enrolled as a student within the last 10 years.

Student Teaching in YOUR OWN Classroom Request

In order to apply for this request, you must have at least two years of supervised classroom teaching experience. Attach a completed Application to Student Teach in Your Own Classroom form to the request for exception form. **DEADLINE: Same as student teaching application deadline.**

Student Teaching Requirements

All program coursework must be completed prior to student teaching. A grade of B- or better is required in student teaching to complete successfully student teaching.

Teaching & Learning Induction Coursework

All graduate students are required to complete their Teaching & Learning (T&L) induction coursework through the DePaul University School of Education. The only exception to this policy is demonstration of out-of-state residency.

Waiving Student Teaching Requirements

Requests to waive student teaching must follow the Illinois State Board of Education student teaching waiver policy.

Registration: Exception to Advanced Standing

Exceptions to advanced standing are only granted on a one-time only basis and must be approved by the Associate Dean or his or her designate.

Registration Withdrawal

Withdraw from Classes Due to Hardship

Students may request to withdraw from classes due to personal and/or medical hardships. Students should contact the University Dean of Students to a hardship withdrawal.

Withdrawal from the SOE

To officially withdraw from any SOE program, a student should contact his or her academic advisor and petition in writing his or her intent to withdraw.

School of Education Departments

Department of Teacher Education

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Early Childhood 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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 145 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with curriculum and theory courses that require students to spend a half-day each week in a child care center or school; some of the field experience can be completed in worksite locations. Twenty-five of the hours that apply to working with families may be completed in evenings or weekends. In addition, the student must spend a minimum of 12 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.

The program in early childhood education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary schools and child care centers. Graduates earn the Master of Arts or Master of Education degree and are entitled to apply for the IL Type 04 Certificate. In addition, teacher candidates meet IL Approval for Teaching Young Children with Special Needs, ages 3-6. All of these elements are built into the required curriculum.

An additional Early Childhood Bilingual/ESL endorsement option of seven courses including a practicum is available. Courses are listed at the end of this page.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.Ed.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 04 Early Childhood Education (Birth-grade 3) Illinois State Board of Education (ISBE) approved program and Early Childhood Special Education Approval for Preschool (ages 3-6).

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request

- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Early Childhood majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Early Childhood Content Area Test (test #107) assesses knowledge of language and literacy development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of age levels (birth-age 8), multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. Four special field experience courses (T&L 400, 401, 402, and 403) are associated with theory courses and should be taken concurrently with the specified theory courses. FEDS entry of these clinical hours is not required.

Health, Safety and Child Nutrition requirement:

Candidates should be prepared to document course or other experience that shows they meet the knowledge and skills to provide experiences for young, which appreciates the interrelationships among child, family and the areas of health, safety and nutrition.

Candidates should demonstrate comprehension of the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. In addition, candidates are expected to demonstrate understanding of cultural issues and special needs of children with health impairments. Finally candidates should be familiar with the knowledge and application of practices that promote good nutrition, dental health, physical, social and emotional well being of young children. This competency can be met with ECE Child Care Health Safety and

Nutrition, a transferred equivalent, or by individual competency experience with a full-time early childhood faculty member.

Note: Courses in the ECE program are offered once per year. Consult with your advisor for recommended sequencing.

Pre-Education Introductory Courses: 18 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)

SCG 404 Human Development and Learning: The Early Years (T&L 400 is co-requisite)

T&L 400 Clinical Experiences with Infants & Toddlers (SCG 404 is co-requisite; 1 quarter hour)

T&L 401 Clinical Experiences in Early Language and Literacy Development (T&L 431 is co-requisite; 1 quarter hour)

T&L 421 Children & Family in the Multicultural Community

T&L 423 Understanding Young Children's Behavior

T&L 431 Early Language & Literacy Development (T&L 401 is co-requisite)

Advanced Standing Courses: 30 quarter hours required

T&L 402 Clinical Experiences with Preschoolers (T&L 432 is co-requisite; 1 quarter hour)

T&L 403 Clinical Experiences in Primary Grades (T&L 410 is co-requisite; 1 quarter hour)

T&L 410 Children's Literature & Family Literacy (T&L 403 is co-requisite)

T&L 411 Assessment in Early Childhood Special Education

T&L 420 Math and Science in Early Childhood

T&L 427 Young Exceptional Child

T&L 432 Early Childhood Curriculum Strategies and Philosophy (T&L 402 is co-requisite)

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

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content

Area courses

- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 595 Early Childhood Student Teaching (6 hours, grade of B- or better required)

T&L 596 Early Childhood Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

For Early Childhood Education, the Bilingual/ESL Endorsement is highly recommended, since ISBE regulations will soon require all teachers of young children to have this background. Courses for this Endorsement are offered once per year.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm

There are limited areas available for primary level endorsements. Please consult with your advisor and the ISBE website to learn more.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to Campus Connection . Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Please consult the DePaul Graduate Student Handbook section, SOE Graduate Student Handbook , and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook .

School of Education - Graduate Studies □ School of Education Departments □ Department of Teacher Education □ Elementary Education

Elementary 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 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.

The program in elementary education prepares students to teach children in a variety of educational settings, including urban and suburban as well as public and private elementary schools. Students follow a suggested course of study for elementary and middle school levels with corresponding field experiences. Graduates earn the Master of Arts or Master of Education degree and are qualified for elementary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in elementary education work in diverse settings such as museums, corporations, media and the arts.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 125-135 hours of daytime field experiences in schools. These school-based clinical experiences are completed in conjunction with methodology courses that require students to spend a regular periods of time in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park
- Naperville

Certification

- Type 03 Elementary Education (Self-Contained) (Kindergarten-grade 9) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program including strong writing skills
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Elementary majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Elementary/Middle Grades Content Area Test (test #110) assesses knowledge of language arts and literacy, mathematics, science, social sciences, the arts, health, and physical education. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Content Area Prerequisites

Elementary Education teachers need to have an understanding of the subjects taught in classrooms at the Elementary level. DePaul's program requires that students in the Elementary program have a minimum of one course in the following areas: writing, fine arts or literature, mathematics, science, social science, and either US history or American government. These courses may be taken at the undergraduate level and may have been included in the students bachelors degree program. Elementary Education students will be evaluated by an academic advisor after admission to determine if additional coursework is needed. Completion of content area requirements are not prerequisites for admission, however coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)

T&L 404 Introduction to Elementary Education

T&L 418 Learning Through the Arts

SCG 403 Human Development and Learning: Elementary

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 32 quarter hours required

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

T&L 412 Emerging Reading & Language Arts

T&L 413 Reading in the Middle Years (Prerequisite: T&L 412)

T&L 415 Teaching Elementary Science

T&L 416 Teaching Elementary Math

T&L 419 Curriculum and Strategies: Social Science

T&L 422 Classroom Assessment

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards and program dispositions
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching

- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the School of Education

Student Teaching Timeline and Deadlines:

Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.

Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 585 Elementary Student Teaching (6 hours, grade of B- or better required)

T&L 586 Elementary Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 611 Induction into the Teaching Profession

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to Campus Connection . Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Please consult the DePaul Graduate Student Handbook section, SOE Graduate Student Handbook , and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook .

School of Education - Graduate Studies □ School of Education Departments □ Department of Teacher Education □ Secondary Education Biology

Secondary Education Biology

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These

school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 09 Secondary Education Science-Biology (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours

- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Biology majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Science: Biology Content Area Test (test #105) assesses knowledge of both biological science and physical science. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com/>.

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Biology include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- General Biology I
- General Biology II
- General Biology III
- Ecology
- Cell Biology
- Physiology
- Genetics
- Biology Elective
- Biology Elective
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I

- Trigonometry or Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I or General Physics I
- Organic Chemistry II or General Physics II

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)

T&L 424 Introduction to Secondary Education

T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)

SCG 406 Human Development and Learning: Secondary

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 16 quarter hours required

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

T&L 525 Reading, Writing and Communicating Across the Curriculum

T&L 439 Methods of Secondary Science Education

Graduate Level Content Area Courses: 12 quarter hours required

Three courses in Biology at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only).

Courses must be approved by your Content Area Advisor prior to registration.

BIO 300 or 400 level biology course 1

BIO 300 or 400 level biology course 2

BIO 300 or 400 level biology course 3

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)

T&L 591 Secondary Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test.

DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have

a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net.

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook .

School of Education - Graduate Studies ▫ School of Education Departments ▫ Department of Teacher Education ▫ Secondary Education Chemistry

Secondary Education Chemistry

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools.

Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 09 Secondary Education Science-Chemistry (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Chemistry majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Science: Chemistry Content Area Test (test #106) assesses knowledge of both geological and chemical science. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com/>.

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences

must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Chemistry include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Organic Chemistry III
- Quantitative Analysis
- Physical Chemistry I
- Physical Chemistry II
- Math Methods of Chemistry
- Calculus I
- Calculus II
- Calculus III
- General Physics I
- General Physics II
- General Physics III

Choose two of the following Chemistry courses:

- Instrument Analysis
- Intermediate Inorganic Chemistry
- Bio-Chemistry I
- Air Chemistry
- Water Chemistry of Natural Systems

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)

T&L 424 Introduction to Secondary Education

T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)

SCG 406 Human Development and Learning: Secondary

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 16 quarter hours required

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

T&L 525 Reading, Writing and Communicating Across the Curriculum

T&L 439 Methods of Secondary Science Education

Graduate Level Content Area Courses: 12 quarter hours required

Three courses in Chemistry at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

CHE 300 or 400 level chemistry course 1

CHE 300 or 400 level chemistry course 2

CHE 300 or 400 level chemistry course 3

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)

T&L 591 Secondary Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test.

DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

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Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

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Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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School of Education - Graduate Studies ▢ School of Education Departments ▢ Department of Teacher Education ▢ Secondary Education English

Secondary Education English

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools.

Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 09 Secondary Education English Language Arts (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test

- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education English majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- English Language Arts Content Area Test (test #111) assesses reading, writing and research, speaking and listening, and literature. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>.

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education: English include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Introduction to Literature
- Reading Poetry
- Shakespeare
- Literary Research and Writing/Reading Prose
- Linguistics/Grammar/History of the English Language
- 3 British Literature courses
- Romanticism in American Literature
- 2 American Literature courses
- 300 level Literature elective

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)

T&L 424 Introduction to Secondary Education

T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)

SCG 406 Human Development and Learning: Secondary

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 24 quarter hours required

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

T&L 525 Reading, Writing and Communicating Across the Curriculum

T&L 426 Teaching Writing

T&L 428 Teaching Literature

T&L 429 Teaching Young Adult Literature

Graduate Level Content Area Course: 4 quarter hours required

One course in English at the graduate level is required. Course must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Course must be approved by your Content Area Advisor prior to registration.

ENG 300 or 400 level English course

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)

T&L 591 Secondary Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

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Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

Secondary Education Environmental Science

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools.

Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 09 Secondary Education Science-Environmental Science (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Environmental Science majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Science: Environmental Science Content Area Test (test #112) assesses knowledge of life science, physical science, and the living environment. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com/>.

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Environmental Science include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III
- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Issues & Interpretation
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis
- Intro to Earth & Space Sci

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)

T&L 424 Introduction to Secondary Education

T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)

SCG 406 Human Development and Learning: Secondary

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 24 quarter hours required

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

T&L 525 Reading, Writing and Communicating Across the Curriculum

T&L 439 Methods of Secondary Science Education

Graduate Level Content Area Courses: 12 quarter hours required

Three courses in Environmental Science at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

ENV 300 or 400 level environmental science course 1

ENV 300 or 400 level environmental science course 2

ENV 300 or 400 level environmental science course 3

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)

T&L 591 Secondary Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for

endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net.

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

School of Education - Graduate Studies □ School of Education Departments □ Department of Teacher Education □ Secondary Education History

Secondary Education History

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools.

Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 09 Secondary Education Social Science-History (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education History majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.

- Social Science: History Content Area Test (test #114) assesses and measures the candidate's core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>.

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education History include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- T&L 455 (also a required graduate class)
- US History I
- US History II
- US History upper level
- US History upper level
- World History I
- World History II
- Non-US, World History upper level
- Non-US, World History upper level
- Non-US, World History upper level

Additional certification requirements: (one course in each area required)

- Geography
- Economics
- Political Science
- Sociology/Anthropology

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)

T&L 424 Introduction to Secondary Education

T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)

SCG 406 Human Development and Learning: Secondary

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 20 quarter hours required

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

T&L 525 Reading, Writing and Communicating Across the Curriculum

T&L 453 Teaching History & Social Science in Secondary Schools

T&L 455 Readings in American History

Graduate Level Content Area Courses: 8 quarter hours required

Two courses in History or the Social Sciences at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

HST 300 or 400 level history or social science course 1

HST 300 or 400 level history or social science course 2

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences

Three satisfactory faculty recommendations

- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the School of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)

T&L 591 Secondary Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

T&L 611 Induction into the Teaching Profession (**required**)**Recommended/Optional Courses:**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

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

Application deadlines are as follows:

Fall Quarter - October 1st

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Spring Quarter - February 1st

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DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net.

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

Secondary Education Mathematics

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.Ed.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 09 Secondary Education Mathematics (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program

- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Mathematics majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Mathematics Content Area Test (test #115) assesses knowledge of both the processes and applications of mathematics. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com/>.

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Mathematics include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning or Discrete Math I
- Discrete Math II
- Multivariable Analysis & Linear Algebra I
- Multivariable Analysis & Linear Algebra II
- Multivariable Analysis & Linear Algebra III
- Programming Language
- Abstract Algebra I
- Theory of Numbers or Abstract Algebra II
- Geometry I
- Geometry II or Real Analysis I
- Probability & Statistics
- History of Mathematics

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)

T&L 424 Introduction to Secondary Education

T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)

SCG 406 Human Development and Learning: Secondary

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 16 quarter hours required

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

T&L 525 Reading, Writing and Communicating Across the Curriculum

T&L 436 Teaching and Learning Secondary School Mathematics

Graduate Level Content Area Course: 12 quarter hours required, grade of C or better required

Three courses in Mathematics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

MAT 300 or 400 level math course 1

MAT 300 or 400 level math course 2

MAT 300 or 400 level math course 3

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)

- Review and approval by Student Teaching Committee of the School of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)

T&L 591 Secondary Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net.

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

[School of Education - Graduate Studies](#) ▢ [School of Education Departments](#) ▢ [Department of Teacher Education](#) ▢ [Secondary Education Physics](#)

Secondary Education Physics

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools.

Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the

Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 09 Secondary Education Science-Physics (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Physics majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Science: Physics Content Area Test (test #116) assesses knowledge of both life and physical science, including Earth systems, technology, and the universe. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student

Teaching

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>.

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Physics include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Physics I
- Physics II
- Physics III
- Physics IV
- Meth of Computational & Theoretical Phys I
- Meth of Computational & Theoretical Phys II
- Physics Elective
- Physics Elective
- Physics Elective
- Physics Elective
- Physics Elective
- Mechanics
- Calculus I
- Calculus II
- Calculus III
- Multivariable Analysis & Linear Algebra I
- Multivariable Analysis & Linear Algebra II
- General Chemistry I
- General Chemistry II
- General Chemistry III

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)

T&L 424 Introduction to Secondary Education

T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)

SCG 406 Human Development and Learning: Secondary

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 16 quarter hours required

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

T&L 525 Reading, Writing and Communicating Across the Curriculum

T&L 439 Methods of Secondary Science Education

Graduate Level Content Area Courses: 12 quarter hours required, grade of C or better required

Three courses in Physics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

PHY 300 or 400 level physics course 1

PHY 300 or 400 level physics course 2

PHY 300 or 400 level physics course 3

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)

T&L 591 Secondary Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the

degree, not a requirement for certification. This course must be taken at DePaul.

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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test.

DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net.

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

School of Education - Graduate Studies □ School of Education Departments □ Department of Teacher Education □ Secondary Education Social Science

Secondary Education Social Science

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools.

Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.Ed.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 09 Secondary Education Social Science-History (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School

of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Social Science majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Social Science: History Content Area Test (test #114) assesses and measures the candidate's core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com/>.

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Social Science include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- US History I
- US History II
- US History upper level
- US History upper level

- World History I
- World History II
- Non-US, World History upper level
- Non-US, World History upper level
- Secondary Field (6 courses minimum): Choose single field from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.

Additional certification requirements: (one course in each area required)

- Geography
- Economics
- Political Science
- Sociology/Anthropology

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)

T&L 424 Introduction to Secondary Education

T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)

SCG 406 Human Development and Learning: Secondary

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 20 quarter hours required

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

T&L 525 Reading, Writing and Communicating Across the Curriculum

T&L 453 Teaching History & Social Science in Secondary Schools

T&L 455 Readings in American History

Graduate Level Content Area Courses: 8 quarter hours required

Two courses in History or the Social Sciences the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

HST 300 or 400 level history or social science course 1

HST 300 or 400 level history or social science course 2

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)

T&L 591 Secondary Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website:
http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours

(48 quarter hours) in a teachable subject area* and pass the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net.

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

School of Education - Graduate Studies ▫ School of Education Departments ▫ Department of Teacher Education ▫ Secondary Education Visual Arts

Secondary Education Visual Arts

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools.

Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul

graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 09 Secondary Education Visual Arts (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

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

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Visual Arts Content Area Test (test #145) assesses knowledge of elements, principles, and expressive features of visual arts. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com> .

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Visual Arts include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

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

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)

T&L 424 Introduction to Secondary Education

T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)

SCG 406 Human Development and Learning: Secondary

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 24 quarter hours required

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

T&L 525 Reading, Writing and Communicating Across the Curriculum

T&L 465 Visual Arts Education: History of Looking

T&L 466 Visual Arts Education: Arts and Pedagogy

T&L 565 Independent Studio Topics

Graduate Level Content Area Courses: 4 quarter hours required

One course in Visual Art at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

ART 300 or 400 level art history or multimedia course

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)

T&L 591 Secondary Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net .

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook .

School of Education - Graduate Studies □ School of Education Departments □ Department of Teacher Education □ World Language Education Arabic

World Language Education Arabic

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.

Students entering the program must be able and willing to devote themselves to a program

requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Special Arabic (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours

- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Arabic majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Arabic Content Area Test (test #137) assesses knowledge of the Arabic language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com/>.

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test an Interview before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the School of Education website at <http://education.depaul.edu/>

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Arabic include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Arabic I
- Advanced Arabic II
- Advanced Arabic III
- Advanced High Arabic I

- Advanced High Arabic II
- Advanced High Arabic III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition)

SCG 406 Human Development and Learning: Secondary

T&L 404 Introduction to Elementary Education

T&L 425 Professional Practice in Secondary Schools

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required

BBE 560 Second Language Acquisition

BBE 570 Integrating Content in World Language Instruction

T&L 430 Teaching Literacy K-12

T&L 449 Teaching Modern Languages Secondary

T&L 450 Teaching Modern Languages Elementary

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required

One course in Arabic at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

ARB 300-600 level Arabic course

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test
- Pass the OPI test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.

- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)

T&L 593 World Language Education Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test.

DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

Degree Conferral and Graduation

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net.

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

School of Education - Graduate Studies □ School of Education Departments □ Department of Teacher Education □ World Language Education Chinese

World Language Education Chinese

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Special Chinese (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Chinese majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Chinese Content Area Test (test #126) assesses knowledge of the Chinese language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit

must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test an Interview before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the School of Education website at <http://education.depaul.edu/>

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Chinese include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Chinese I
- Advanced Chinese II
- Advanced Chinese III
- Advanced Conversation I
- Advanced Conversation II
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition)

SCG 406 Human Development and Learning: Secondary

T&L 404 Introduction to Elementary Education

T&L 425 Professional Practice in Secondary Schools

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required

BBE 560 Second Language Acquisition

BBE 570 Integrating Content in World Language Instruction

T&L 430 Teaching Literacy K-12

T&L 449 Teaching Modern Languages Secondary

T&L 450 Teaching Modern Languages Elementary

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required

One course in Chinese at the graduate level is required. Courses must be taken before

student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

CHN 300-600 level Chinese course

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test
- Pass the OPI test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)

T&L 593 World Language Education Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required

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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

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DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

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Degree Conferral and Graduation

Degree Conferral and Graduation

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Application deadlines are as follows:

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Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

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DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook .

School of Education - Graduate Studies □ School of Education Departments □ Department of Teacher Education □ World Language Education French

World Language Education French

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Special French (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education French majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: French Content Area Test (test #127) assesses knowledge of the French language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test - an Interview before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the School of Education website at <http://education.depaul.edu>

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education French include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Grammar & Composition I
- Advanced Grammar & Composition I
- Advanced Conversation I or II
- Intro to French Literature I
- Intro to French Literature II
- 20th Century French Literature
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Phonology & Phonetics
- Culture in the Classroom

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition)

SCG 406 Human Development and Learning: Secondary

T&L 404 Introduction to Elementary Education

T&L 425 Professional Practice in Secondary Schools

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required

BBE 560 Second Language Acquisition

BBE 570 Integrating Content in World Language Instruction

T&L 430 Teaching Literacy K-12

T&L 449 Teaching Modern Languages Secondary

T&L 450 Teaching Modern Languages Elementary

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required

One course in French at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

FCH 300-600 level French course

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test
- Pass the OPI test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)

T&L 593 World Language Education Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

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Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours

(48 quarter hours) in a teachable subject area* and pass the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

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It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the

certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook .

[School of Education - Graduate Studies](#) ▢ [School of Education Departments](#) ▢ [Department of Teacher Education](#) ▢ [World Language Education German](#)

World Language Education German

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification.

Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Special German (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education German majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: German Content Area Test (test #128) assesses knowledge of the German language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com/>

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test an Interview before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the School of Education website at <http://education.depaul.edu/>

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education German include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition)

SCG 406 Human Development and Learning: Secondary

T&L 404 Introduction to Elementary Education

T&L 425 Professional Practice in Secondary Schools

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required

BBE 560 Second Language Acquisition

BBE 570 Integrating Content in World Language Instruction

T&L 430 Teaching Literacy K-12

T&L 449 Teaching Modern Languages Secondary

T&L 450 Teaching Modern Languages Elementary

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required

One course in German at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

GER 300-600 level German course

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test
- Pass the OPI test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)

T&L 593 World Language Education Seminar (2 hour)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the

degree, not a requirement for certification. This course must be taken at DePaul.

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

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test.

DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

Degree Conferral and Graduation

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at <http://www.isbe.net/>.

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

World Language Education Italian

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.Ed.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Special Italian (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School

of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Italian majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Italian Content Area Test (test #130) assesses knowledge of the Italian language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test an Interview before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the School of Education website at <http://education.depaul.edu/>

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Italian include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition)

SCG 406 Human Development and Learning: Secondary

T&L 404 Introduction to Elementary Education

T&L 425 Professional Practice in Secondary Schools

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required

BBE 560 Second Language Acquisition

BBE 570 Integrating Content in World Language Instruction

T&L 430 Teaching Literacy K-12

T&L 449 Teaching Modern Languages Secondary

T&L 450 Teaching Modern Languages Elementary

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required

One course in Italian at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

ITA 300-600 level Italian course

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test
- Pass the OPI test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations

- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the School of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)

T&L 593 World Language Education Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals

for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

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DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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requirements include application form, application fee, official transcripts, and registration fee.

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School of Education - Graduate Studies ▫ School of Education Departments ▫ Department of Teacher Education ▫ World Language Education Japanese

World Language Education Japanese

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification.

Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Special Japanese (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Japanese majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Japanese Content Area Test (test #131) assesses knowledge of the Japanese language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) - assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test an Interview before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the School of Education website at <http://education.depaul.edu/>

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Japanese include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Japanese I
- Advanced Japanese II
- Advanced Japanese III
- Advanced Discussion & Reading I
- Advanced Discussion & Reading II
- Advanced Discussion & Reading III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition)

SCG 406 Human Development and Learning: Secondary

T&L 404 Introduction to Elementary Education

T&L 425 Professional Practice in Secondary Schools

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required

BBE 560 Second Language Acquisition

BBE 570 Integrating Content in World Language Instruction

T&L 430 Teaching Literacy K-12

T&L 449 Teaching Modern Languages Secondary

T&L 450 Teaching Modern Languages Elementary

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required

One course in Japanese at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

JPN 300-600 level Japanese course

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test
- Pass the OPI test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)

T&L 593 World Language Education Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test.

DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at <http://www.isbe.net>

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook .

[School of Education - Graduate Studies](#) ▢ [School of Education Departments](#) ▢ [Department of Teacher Education](#) ▢ [World Language Education Latin](#)

World Language Education Latin

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Special Latin (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Latin majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Latin Content Area Test (test #133) assesses knowledge of the Latin language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com/>.

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test an Interview before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the School of Education website at <http://education.depaul.edu/>

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Latin include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition)

SCG 406 Human Development and Learning: Secondary

T&L 404 Introduction to Elementary Education

T&L 425 Professional Practice in Secondary Schools

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required

BBE 560 Second Language Acquisition

BBE 570 Integrating Content in World Language Instruction

T&L 430 Teaching Literacy K-12

T&L 449 Teaching Modern Languages Secondary

T&L 450 Teaching Modern Languages Elementary

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required

One course in Latin at the graduate level (Special Topics, Foreign Study, or Independent Study) is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

LAT 300-600 level Latin course

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test
- Pass the OPI test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)

T&L 593 World Language Education Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

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Summer I Quarter - June 1st

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[School of Education - Graduate Studies](#) □ [School of Education Departments](#) □ [Department of Teacher Education](#) □ [World Language Education Russian](#)

World Language Education Russian

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Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Special Russian (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA
- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Russian majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Russian Content Area Test (test #134) assesses knowledge of the Russian language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com> .

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the School of Education website at <http://education.depaul.edu/>

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Russian include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition)

SCG 406 Human Development and Learning: Secondary

T&L 404 Introduction to Elementary Education

T&L 425 Professional Practice in Secondary Schools

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required

BBE 560 Second Language Acquisition

BBE 570 Integrating Content in World Language Instruction

T&L 430 Teaching Literacy K-12

T&L 449 Teaching Modern Languages Secondary

T&L 450 Teaching Modern Languages Elementary

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required

One course in Russian at the graduate level (Special Topics, Foreign Study, or Independent Study) is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

RUS 300-600 level Russian course

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test
- Pass the OPI test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)

T&L 593 World Language Education Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test.

DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook .

School of Education - Graduate Studies □ School of Education Departments □ Department of Teacher Education □ World Language Education Spanish

World Language Education Spanish

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.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. 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 the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

- Master of Arts (M.A.): 60 quarter hours
- Master of Education (M.ED.): 56 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Special Spanish (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Requirements for Pre-Education Status

- A completed School of Education graduate application
- A bachelors 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 faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Students are *conditionally* admitted to the School of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the School of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul graduate 3.0 GPA

- Pass the Illinois Certification Basic Skills Test
- Pass the SOE basic computer competency assessment (EDU 025 registration required)
- Pass a minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take the 4 courses in pre-education until requirements have been met. Students can also take courses needed to remove deficiencies in the content area before or after meeting Advanced Standing requirements.

Degree Requirements

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Spanish majors must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Spanish Content Area Test (test #135) assesses knowledge of the Spanish language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test an Interview before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the School of Education website at <http://education.depaul.edu/>

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Spanish include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition II
- Advanced Conversation I or II
- Intro to Literacy Analysis in Spanish
- 4 Literature/Culture Elective
- Phonology & Phonetics
- Culture in the Classroom

Choose three of the following:

- Spanish Lit: Middle Ages to Golden Ages Literature
- Spanish Lit: Enlightenment to Present Literature
- Latin American Lit: Origin to Romanticism Lit
- Latin American Lit: Modern to Present Lit

Pre-Education Introductory Courses: 16 quarter hours required

Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition)

SCG 406 Human Development and Learning: Secondary

T&L 404 Introduction to Elementary Education

T&L 425 Professional Practice in Secondary Schools

Choose one of the following:

SCG 408 Education and the Social Order

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required

BBE 560 Second Language Acquisition

BBE 570 Integrating Content in World Language Instruction

T&L 430 Teaching Literacy K-12

T&L 449 Teaching Modern Languages Secondary

T&L 450 Teaching Modern Languages Elementary

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required, grade of C or better required

One course in Spanish at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration.

SPN 300-600 level Spanish course

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate Level Content Area courses
- DePaul graduate cumulative GPA of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test
- Pass the OPI test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check

deadlines)

- Review and approval by Student Teaching Committee of the School of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)

T&L 593 World Language Education Seminar (2 hours)

EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A masters 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

Recommended/Optional Courses:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 612 Critical Reflection, Teaching, and Classroom Practice

T&L 613 Negotiating Curriculum in the Classroom

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

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

http://www.isbe.net/certification/requirements/endorsement_assignment.htm

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical

science, social science, and Spanish.

To qualify for most endorsements at the high school level, you must have 24 semester hours (48 quarter hours) in a teachable subject area* and pass the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 20 semester hours (30 Quarter hours) and the content area test is required. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test is required. To qualify for additional science and social science designations, individuals applying for certification prior to February 1, 2012 need only to take the content test for the additional designation. After February 1, 2012, individuals need both the content test and 12 semester hours in the additional designation area.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order.

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

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net.

Please consult the [DePaul Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the respective Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

School of Education - Graduate Studies ▫ School of Education Departments ▫ Department of Teacher Education ▫ Subsequent Certificate Programs for Teachers

Subsequent Certificate Programs for Teachers

The State Board of Education authorizes higher education institutions with approved teacher preparation programs to offer subsequent certificate programs. Under the rules for certification and assignment of educational staff, subsequent certificates are to be earned through passage of all relevant tests and completion of either a full or "focused" certification program offered by an institution of higher education. DePaul offers subsequent certificate programs in the following areas of teacher education:

- Early Childhood Education
- Elementary Education
- Secondary Education (English, Math, Science, History, Social Science, Visual Arts)
- World Languages Education (K-12)
- Special Education (LBS1)

Each institution is expected to provide candidates with information about how to apply for such a certification program and how, in the case of focused programs, the institution will determine what prior coursework and experience can be counted toward the requirements for the subsequent certificate. Candidates who complete a full or focused subsequent certification program will be recommended for the certificate by entitlement. The following is a summary of the policies on focused programs at DePaul University.

General Policies

- ∨ These are certification-only programs and do not lead to a degree. However, degree options are available, and candidates could subsequently apply to the appropriate degree program.
- ∨ All courses must be taken at DePaul; no transfer credit is allowed.
- ∨ General education courses are not required.
- ∨ Accepted candidates are admitted to the T&L or LLSI certification-only program and upon admission have advanced standing (no additional requirements for admission to the Unit).
- ∨ Accepted candidates will initially meet with a program faculty member and subsequently with a School of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the minimum requirements (as set out below).
- ∨ These focused programs are subject to change during the course of the program. If assessments of the candidate's performance suggest that the program plan should have additional requirements, the program will be modified accordingly.
- ∨ Accepted candidates will be required to complete student teaching at the grade level and/or content area in which the certificate is sought OR complete an intensive internship that will include extended contact hours with students at the grade level in which the certificate is sought and will include a demonstration of teaching proficiency at this grade level. The candidates faculty advisor will determine the nature of the internship.

Admission Requirements:

In addition to the standard requirements for admission to graduate programs, candidates must submit:

- *Valid Illinois Teaching Certificate* (Type 03, 04, 09, 10).
- *A letter from candidates School Principal* giving evidence of prior teaching experience and teaching performance (If the candidate is currently not employed as a teacher, then other evidence of prior teaching experience must be provided).
- Evidence of having passed the *Illinois Basic Skills Test* (If a waiver was granted for this test by ISBE due to the candidate holding a certificate in another state or if a candidate does not have evidence of having passed the test, the candidate must provide evidence of passing before the end of her or his first quarter at DPU).

Subsequent Certificate Requirements for the following programs are provided below:

- Early Childhood Education
- Elementary Education
- Secondary Education (English, Math, Science, History, Social Science, Visual Arts)
- World Languages Education (K-12)
- Special Education (LBS1)

Subsequent Certificate Requirements for Early Childhood Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a School of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the following minimum requirements:

Course Requirements

A *minimum* of 6 courses from:

- ∨ SCG 408/409/411 Social and Cultural Foundations
- ∨ T&L 431 Language Development
- ∨ T&L 432 and T&L 402 Preprimary Curriculum & Strategy and clinical experience (5 qh. total); OR a 4 qh. Practicum and one clinical experience course (5 qh. Total).
- ∨ T&L 411 Assessment in Early Childhood & T&L 403 Primary Curriculum & Strategy and clinical experience (5qh. total); OR a 4 qh. Practicum and one clinical experience course (5 qh. total)
- ∨ Select One of the following: T&L 423 Understanding Childrens Behavior; T&L 410: Childrens Lit. and Family Lit.; or T&L 421: Child & Family in the Multicultural Community
- ∨ T&L 420 Math & Science in Early Childhood
- ∨ T&L 427 Young Exceptional Child
- ∨ BBE 446 First and Second Language Acquisition

Student Teaching or Internship Requirements (to be determined by faculty advisor)

- ∨ 12 weeks of student teaching in early childhood education
OR
- ∨ 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

Certification Requirements

- ∨ Basic Skills Test .
- ∨ Early Childhood Content Area Test
- ∨ Early Childhood APT Test
- ∨ Health & Nutrition Competency

Subsequent Certificate Requirements for Elementary Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a School of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the following minimum requirements:

Course Requirements

A *minimum* of 6 courses from:

- ∨ SCG 408/409/411 Social and Cultural Foundations course
- ∨ T&L 412 Emerging Reading and Language Arts
- ∨ T&L 413 Reading in the Middle Years
- ∨ T&L 415 Elementary Science
- ∨ T&L 416 Teaching Elementary Mathematics
- ∨ T&L 419 Curriculum and Strategies for the Social Studies
- ∨ T&L 422 Classroom Assessment
- ∨ T&L 611 Induction to the Teaching Profession
- ∨ BBE 466 First and Second Language Acquisition

- ∨ BBE 474 Biliteracy Practices: Elementary
- ∨ BBE 402 Bilingual-Bicultural Curriculum Development
- ∨ BBE 510 Advanced Language Seminar
- ∨ CS 461 Literacy Processes and Practices
- ∨ CS 463 Assessment, Diagnosis, and Planning: Emergent and Developing Reading
- ∨ CS 464 Assessment, Diagnosis, and Planning: Middle School and Adolescent Reading
- ∨ CS 465 Teaching Reading in the Content Areas

Student Teaching or Internship Requirements (to be determined by faculty advisor)

- ∨ 10 weeks of student teaching in elementary education
OR
- ∨ 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

Certification Requirements

- ∨ Basic Skills Test .
- ∨ Elementary Education Content Area Test
- ∨ Elementary APT Test

Subsequent Certificate Requirements for Secondary Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a School of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the following minimum requirements:

Course Requirements

A *minimum* of 6 courses from:

- ∨ SCG 408/409/411 Social and Cultural Foundations course
- ∨ T&L 525, T&L 530, or T&L 414 Reading/Writing Across the Curriculum
- ∨ BBE 466 First and Second Language
- ∨ BBE 476 Biliteracy Practices: Secondary Adult
- ∨ BBE 402 Bilingual-Bicultural Curriculum Development
- ∨ BBE 510 Advanced Language Seminar
- ∨ Content area theory & practice courses
 - o English: T&L 426, 428, 429,
 - o Math T&L 436,
 - o Science T&L 439,
 - o History/Social Science T&L 453, 455,
 - o Visual Arts T&L 465, 466
- ∨ Graduate level content area courses Arts and Sciences
- ∨ T&L 611/612/613 Induction to the Teaching Profession

Content Area Requirements

A minimum of 32 semester hours is required in the subject area the candidate intends to teach. Deficiencies in the content area will be evaluated by program faculty. Secondary content area deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements above.

Student Teaching or Internship Requirements (to be determined by faculty advisor)

- ∨ 10 weeks of student teaching in secondary education
OR
- ∨ 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

Certification Requirements

- ∨ Basic Skills Test .
- ∨ English, Math, Science, Social Science or Visual Arts Content Area Test
- ∨ Secondary APT Test

Subsequent Certificate Requirements for World Language Education

Accepted candidates will initially meet with a member of the program faculty and subsequently with a School of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the following minimum requirements:

Course Requirements

A *minimum* of 6 courses from:

- SCG 408/409/411 Social and Cultural Foundations course
- T&L 525 Reading/Writing Across the Curriculum
- BBE 560 Second and World Language Acquisition
- T&L 421 Teaching Literacy - K-12
- T&L 449 Teaching Modern Languages

- T&L 450 Methods of Teaching World Languages in the Elementary Schools
- BBE 570 Methods of Teaching Integrated World Language K-12
- BBE 466 First and Second Language
- BBE 476 Biliteracy Practices: Secondary Adult
- BBE 402 Bilingual-Bicultural Curriculum Development
- BBE 510 Advanced Language Seminar
- Graduate level content courses in the world language to be taught

Content Area Requirements

A minimum of 32 semester hours is required in the world language the candidate intends to teach. Deficiencies in the content area will be evaluated by program faculty. World language content area deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements below

Student Teaching or Internship Requirements (to be determined by faculty advisor)

- ∨ 10 weeks of student teaching in world language education
- OR
- ∨ 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

Certification Requirements

- ∨ Basic Skills Test .
- ∨ ACTFL Oral Language Proficiency Interview Or DePaul Oral Language Proficiency Exam (Spanish only)
- ∨ Foreign Language Content Area Test
- ∨ Secondary APT Test

Subsequent Certificate Requirements for Special Education (LBS1)

Accepted candidates will initially meet with a member of the program faculty and subsequently with a School of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the following minimum requirements:

Course Requirements

- LSI 442 Characteristics of the Exceptional Learner
- LSI 443 Psychological Tests and Methods of Assessment
- 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 462 Strategies for Students with Disabilities I: Accessing the General Curriculum
- LSI 457 Seminar and Research in Special Education (4 qtr. credits)

Content Area Requirements

Because special educators must be prepared to teach a variety of subjects at a variety of grades, candidates must have a solid foundation in the content areas below. Deficiencies in the content area will be evaluated as part of the application process. Deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements below

- 1 college course in each of the following:
 - ∨ Writing
 - ∨ Fine Art of Literature
 - ∨ Science
 - ∨ Math
 - ∨ US History or US Government
 - ∨ Social Science

Practicum requirements:

LSI 552 Practicum Experience with High Incidence Disabilities
 LSI 553 Practicum Experience with Low Incidence Disabilities

Certification Requirements

- ∨ Basic Skills Test .
- ∨ General Education Content for Special Educators
- ∨ Special Education Content Area Test
- ∨ K-12 APT Test (*if not passed already*)

Department of Educational Policy Studies and Research

School of Education - Graduate Studies ▫ School of Education Departments ▫ Department of Educational Policy Studies and Research

About 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 following graduate programs are offered at Lincoln Park:

- M.A in Social and Cultural Foundations in Education
- M.Ed. in Social and Cultural Foundations in Education

School of Education - Graduate Studies ▫ School of Education Departments ▫ Department of Educational Policy Studies and Research ▫ Social and Cultural Foundations in Education Program

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 educators, leaders, and individuals with bachelors degrees who have broad interests in educational policy but 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, private foundations, museums, community organizations, labor unions, higher education, K-12 schools, and others. Reasons for pursuing a Masters degree 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 philosophy 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, peace and human rights education, 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 at least 20 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, Womens Studies, American Studies, International Studies, Public Policy and Sociology

Degree Programs

- Master of Arts (M.A.): 52 quarter hours
- Master of Education (M.Ed.): 56 quarter hours

Campus Location

- Lincoln Park

Certification Option

Students seeking the Masters degree in Social and Cultural Foundations in Education have the option to also pursue an Illinois initial or subsequent teaching certificate. Please consult your academic advisor as an additional program application may be required.

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 bachelors degree conferred by an accredited, recognized 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)

Course Registration

Registration for SCFE Masters degree core courses is different from regular registration. Each term a list of current SCFE students and DePaul ID numbers is given to the School of Education Advising Office. The students on the list are granted access to registration for SCFE core courses. Once this access has been granted, SCFE students will be notified. At this time all students will be required to register themselves for all core courses for the given term. If a student has special circumstances and cannot register for all cores offered in a term, this must be discussed with and approved by that students SCFE faculty advisor prior to

the start of the term. Course registration for electives is the same as for all School of Education students. The directions for this registration process can be found in each student's acceptance paperwork.

Social and Cultural Foundations in Education Masters of Arts Degree Requirements

(52 quarter hours)

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

SCG 527 Global Perspectives in Education

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 quarter hours required, grade of C or better required

SCG 610 Introduction to Research Methods

SCG 635 Advanced Qualitative Research Methodologies

Five Elective Courses with Faculty Advisor Approval : 20 quarter hours required, grade of C or better required

*Prior to selecting electives, students are required to complete the first 4 Proseminar courses: SCG 527, 603, 604 and 608. In the Spring Term of their first year in addition to SCG 611, students are allowed to sign up for one elective course.

- School of Education Electives (8 quarter hours)
- Non-School of Education Electives (12 quarter hours)

Thesis Course: 4 quarter hours, grade of C or better required

SCG 636 Thesis Research in Social Cultural Foundations in Education (4 quarter hours)

The student prepares a thesis, which is a report of the results of an original investigation. Before beginning work on the thesis, the student must obtain approval of the subject and general plan from their Thesis Advisor. The Thesis Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). Additional Thesis Committee members are optional based upon discussion between a student and his/her Thesis Advisor. It is advised that students select their thesis chair no later than the spring quarter of the second year. The School of Education Thesis Handbook outlines the policies and procedures needed to successfully satisfy the thesis requirement. The School of Education Thesis Handbook can be obtained from the Department of Educational Policy Studies and Research office or on the School of Education website: <http://education.depaul.edu/>

Social and Cultural Foundations in Education Masters of Education Degree Requirements

(56 quarter hours)

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

SCG 527 Global Perspectives in Education

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 quarter hours required, grade of C or better required

SCG 610 Introduction to Research Methods

SCG 635 Advanced Qualitative Research Methodologies

Seven Elective Courses with Faculty Advisor Approval : 28 quarter hours required, grade of C or better required

*Prior to selecting electives, students are required to complete the first 4 Proseminar courses: SCG 527, 603, 604 and 608. In the Spring Term of their first year in addition to SCG 611, students are allowed to sign up for one elective course.

- School of Education Electives (8 quarter hours required; 4-8 quarter additional hours optional)
- Non-School of Education Electives (12 quarter hours required; 4-8 quarter additional hours optional)

Capstone Course: non-credit, non-tuition, PA grade required

SCG 637 Capstone in Social and Cultural Foundations in Education

Upon completion of all course work the student will work with a Capstone Advisor to discuss possible paper topics. The Capstone Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). The paper will generally consist of library-based research and will typically be 20-25 pages in length.

SCFE Education, Technology and Society Concentration Masters of Arts Degree Requirements (52 quarter hours)

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

SCG 527 Global Perspectives in Education

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 quarter hours required, grade of C or better required

SCG 610 Introduction to Research Methods

SCG 635 Advanced Qualitative Research Methodologies

Concentration Courses: 20 quarter hours required, grade of C or better required

CS 460 Learning in a Technology Supported Classroom

SCG 402 Psychology of Learning

SCG 614 Critical Media Literacy

SCG 615 Theorizing in Education, Technology and Society

SCG 588 Independent Study Course

Thesis Course: 4 quarter hours, grade of C or better required

SCG 636 Thesis Research in Social Cultural Foundations in Education (4 quarter hours)

The student prepares a thesis, which is a report of the results of an original investigation. Before beginning work on the thesis, the student must obtain approval of the subject and general plan from their Thesis Advisor. The Thesis Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). Additional Thesis Committee members are optional based upon discussion between a student and his/her Thesis Advisor. It is advised that students select their thesis chair no later than the spring quarter of the second year. The School of Education Thesis Handbook outlines the policies and procedures needed to successfully satisfy the thesis requirement. The School of Education Thesis Handbook can be obtained from the Department of Educational Policy Studies and Research office or the School of Education website: <http://education.depaul.edu>

SCFE Education, Technology and Society Concentration Masters of Education Degree Requirements (56 quarter hours)

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

SCG 527 Global Perspectives in Education

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 quarter hours required, grade of C or better required

SCG 610 Introduction to Research Methods

SCG 635 Advanced Qualitative Research Methodologies

Concentration Courses: 20 quarter hours required, grade of C or better required

CS 460 Learning in a Technology Supported Classroom

SCG 402 Psychology of Learning

SCG 614 Critical Media Literacy

SCG 615 Theorizing in Education, Technology and Society

SCG 588 Independent Study Course

Two Elective Courses with Faculty Advisor Approval: 8 quarter hours required, grade of C or better required

*Prior to selecting electives, students are required to complete the first 4 Proseminar courses: SCG 527, 603, 604 and 608. In the Spring Term of their first year in addition to SCG 611, students are allowed to sign up for one elective course.

- School of Education or Non-School of Education Electives (8 quarter hours required)

Capstone Course: non-credit, non-tuition, PA grade required

SCG 637 Capstone in Social and Cultural Foundations in Education

Upon completion of all course work, the student will work with a Capstone Advisor to discuss possible paper topics. The Capstone Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). The paper will generally consist of library-based research and will typically be 20-25 pages in length.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Please consult the DePaul [Graduate Student Handbook](#) section, [SOE Graduate Student Handbook](#), and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook .

Department of Leadership, Language, and Curriculum

School of Education - Graduate Studies ▫ School of Education Departments ▫ Department of Leadership, Language, and Curriculum

About Leadership, Language, and Curriculum

The Department of Leadership, Language and Curriculum 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 practitioners 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, 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

School of Education - Graduate Studies ▫ School of Education Departments ▫ Department of Leadership, Language, and Curriculum
▫ Bilingual/Bicultural Education Program

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, policy, 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 Illinois State endorsement: Bilingual Education (BE) and English as a Second Language (ESL).

Degree Program

- Master of Arts (M.A.): 52 quarter hours
- Master of Education (M.Ed.): 52 quarter hours

Campus Location

- Lincoln Park

Certification Option

- Students seeking the Masters degree in Bilingual Bicultural Education have the option to also pursue an Illinois initial or subsequent teaching certificate. Please consult your academic advisor as an additional program application may be required.

Endorsements

- Bilingual Education (BE): Requires an Illinois target language proficiency (TLP) test in addition to the required coursework and field experience hours.
- English as a Second Language (ESL): Must complete the required coursework and field experience hours (does not require a language proficiency test).

Admission Requirements

- A completed School of Education graduate application
- A Bachelors 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)

Masters Degree Requirements (52 quarter hours)

Social and Cultural Foundations Courses: 12 quarter hours required, grade of C or better required

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

Bilingual Bicultural Courses: 36 quarter hours required, grade of C or better required

BBE 402 Bilingual Bicultural Curriculum Development

BBE 404 Language, Literacy, and Culture

BBE 406 Sociopolitical and Historical Perspectives in Bilingual Education

BBE 407 Equity Issues in Assessment

BBE 425 Biliteracy Practices in Bilingual Education and ESL

BBE 466 First and Second Language Acquisition

BBE 520 Research Methods in Bilingual and Second Language Education

(prerequisite: SCG 410)

BBE 524 Methods of Teaching ESL

BBE 526 Theoretical Foundations of Teaching ESL

100 Field Experience Hours: 0 quarter hours

BBE 097 Field Experiences in Bilingual and Second Language Education

(non-credit, non-tuition, PA grade required)

Masters of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required

BBE 510 Advanced Language Seminar(4 quarter hours, M.Ed. degree only)

BBE 608 Capstone in Bilingual/Bicultural Education (non-credit, non-tuition, PA grade required)

Capstone project completed in conjunction with faculty advisement

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

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

The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Bilingual Education (BE) Endorsement Only Requirements (28 quarter hours)

Illinois target language proficiency (TLP) test required in addition to the coursework and field experience hours below (grade of C or better required in all courses):

BBE 402 Bilingual-Bicultural Curriculum Development

BBE 404 Language, Literacy, and Culture

BBE 406 Sociopolitical and Historical Perspectives in Bilingual Education

BBE 407 Equity Issues in Assessment

BBE 425 Biliteracy Practices in Bilingual Education and ESL

BBE 466 First and Second Language Acquisition

BBE 524 Methods of Teaching ESL

BBE 097 Experiences in Bilingual and Second Language Education

(non-credit, non-tuition), PA grade required)

English as a Second Language (ESL) Endorsement Only Requirements (28 quarter hours) Must complete the coursework and field experience hours below (grade of C or better required):

BBE 402 Bilingual Bicultural Curriculum Development

BBE 404 Language, Literacy, and Culture

BBE 407 Equity Issues in Assessment

BBE 425 Biliteracy Practices in Bilingual Education and ESL

BBE 466 First and Second Language Acquisition

BBE 524 Methods of Teaching ESL
BBE 526 Theoretical Foundations of Teaching ESL
BBE 097 Field Experiences in Bilingual and Second Language Education (non-credit)

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and certification tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE. All certification guidelines, rules, and requirements can be found on their website at www.isbe.net.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, and then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Please consult the *DePaul Graduate Student Handbook* section, *SOE Graduate Student Handbook*, and the *Bilingual Bicultural Education Program Handbook* for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

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 Administration & Supervision, Bilingual Education, Curriculum Specialist, English as a Second Language, and Reading Teacher.

The Individual Plan is available for students who have more distinctive needs and is designed under the guidance of a faculty advisor.

Degree Programs

- Master of Arts (M.A.): 52 quarter hours
- Master of Education (M.Ed.): 52 quarter hours

Campus Location

- Lincoln Park

Admission Requirements

- A completed School of Education graduate application
- A bachelors 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

Curriculum Specialist Concentration Degree Requirements (52 quarter hours)

Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required

Required:

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

Supervision or Organizational Development Courses: 4 quarter hours required, grade of C or better required

Choose one of the following:

A&S 498 Principles and Practices of Supervision

A&S 590 Organizational Development

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

CS 485 Curriculum/Program Evaluation

CS 487 Introduction to Curriculum Deliberation

CS 488 Designing and Interpreting Curriculum

Career Emphasis Courses: 20 quarter hours required, grade of C or better required

- CS 481** The Study of Teachers and Teaching
- CS 482** The History of Curriculum Practice
- CS 489** Developing Critical and Creative Thinking
- CS 492** Creating and Sustaining Professional Learning Communities
- CS 591** Curriculum Theorizing: Multiple Lenses

Masters of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required

- CS 580** Research Seminar in Curriculum Studies (4 quarter hours, M.Ed. degree only)
 - CS 606** Review of Literature (non-credit, non-tuition, PA grade required)
 - CS 607** Integrative Paper (non-credit, non-tuition, PA grade required)
- Review of Literature and Integrative Paper completed in conjunction with faculty advisement

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

- CS 589** Thesis Research in Curriculum Studies (4 quarter hours)
- The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Individual Plan Concentration Degree Requirements (52 quarter hours)

Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required

Required:

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

Supervision or Organizational Development Courses: 4 quarter hours required, grade of C or better required

Choose one of the following:

A&S 498 Principles and Practices of Supervision

A&S 590 Organizational Development

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

Choose three of the following:

CS 485 Curriculum/Program Evaluation

CS 487 Introduction to Curriculum Deliberation

CS 488 Designing and Interpreting Curriculum

CS 492 Creating and Sustaining Professional Learning Communities

CS 591 Curriculum Theorizing: Multiple Lenses

Career Emphasis Courses: 20 quarter hours required, grade of C or better required

Choose five per faculty approval

These courses should be a set of carefully chosen electives to support the students 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.*

Masters of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required

CS 580 Research Seminar in Curriculum Studies (4 quarter hours, M.Ed. degree only)

CS 606 Review of Literature (non-credit, non-tuition, PA grade required)

CS 607 Integrative Paper (non-credit, non-tuition, PA grade required)
Review of Literature and Integrative Paper completed in conjunction with faculty advisement

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

CS 589 Thesis Research in Bilingual/Bicultural Education (4 quarter hours)
The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Bilingual Education (BE) Concentration Degree Requirements (52 quarter hours)
Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required

Required:

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

Supervision or Organizational Development Courses: 4 quarter hours required, grade of C or better required

Choose one of the following:

A&S 498 Principles and Practices of Supervision

A&S 590 Organizational Development

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

Choose three of the following:

CS 485 Curriculum/Program Evaluation

CS 487 Introduction to Curriculum Deliberation

CS 488 Designing and Interpreting Curriculum

CS 492 Creating and Sustaining Professional Learning Communities

CS 591 Curriculum Theorizing: Multiple Lenses

Career Emphasis Courses: 20 quarter hours required, grade of C or better required

Choose five of the following:

BBE 402 Bilingual-Bicultural Curriculum Development

BBE 404 Language, Literacy, and Culture

BBE 406 Sociopolitical and Historical Perspectives in Bilingual Education

BBE 407 Equity Issues in Assessment

BBE 425 Biliteracy Practices in Bilingual Education and ESL

BBE 466 First and Second Language Acquisition

BBE 524 Methods of ESL Literacy and Language Development

Important Note: Students interested in the Bilingual Education (BE) endorsement must hold a current Illinois teaching certificate, successfully complete all seven of the career emphasis courses, field experience hours (BBE 097), and the required certification tests. Total hours completed will be 60 quarter hours.

Masters of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required

CS 580 Research Seminar in Curriculum Studies (4 quarter hours, M.Ed. degree only)

CS 606 Review of Literature (non-credit, non-tuition, PA grade required)

CS 607 Integrative Paper (non-credit, non-tuition, PA grade required)

Review of Literature and Integrative Paper completed in conjunction with faculty advisement

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

CS 589 Thesis Research in Bilingual/Bicultural Education (4 quarter hours)

The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

English as a Second Language (ESL) Concentration Degree Requirements (52 quarter hours)

Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required

Required:

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 (**See important note below under career emphasis*)

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

Supervision or Organizational Development Courses: 4 quarter hours required, grade of C or better required

Choose one of the following:

A&S 498 Principles and Practices of Supervision

A&S 590 Organizational Development

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

Choose three of the following:

CS 485 Curriculum/Program Evaluation

CS 487 Introduction to Curriculum Deliberation

CS 488 Designing and Interpreting Curriculum

CS 492 Creating and Sustaining Professional Learning Communities

CS 591 Curriculum Theorizing: Multiple Lenses

Career Emphasis Courses: 20 quarter hours required, grade of C or better required

Choose five of the following:

BBE 402 Bilingual-Bicultural Curriculum Development

BBE 404 Language, Literacy, and Culture

BBE 406 Sociopolitical and Historical Perspectives in Bilingual Education

BBE 407 Equity Issues in Assessment

BBE 425 Biliteracy Practices in Bilingual Education and ESL

BBE 466 First and Second Language Acquisition

BBE 524 Methods of Teaching ESL

BBE 526 Theoretical Foundations of Teaching ESL

Important Note: Students interested in the English as a Second Language (ESL) endorsement must hold a current Illinois teaching certificate, successfully complete all eight of the career emphasis courses, and complete all field experience hours (BBE 097). BBE 404 will substitute for SCG 408. Total hours completed will be 60 quarter hours.

Masters of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required

CS 580 Research Seminar in Curriculum Studies (4 quarter hours, M.Ed. degree only)

CS 606 Review of Literature (non-credit, non-tuition, PA grade required)

CS 607 Integrative Paper (non-credit, non-tuition, PA grade required)

Review of Literature and Integrative Paper completed in conjunction with faculty advisement

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

CS 589 Thesis Research in Bilingual/Bicultural Education (4 quarter hours)

The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Reading Endorsement

The Reading Teacher Endorsement is available within the Curriculum Studies program for certified Early Childhood, Elementary, and Secondary teachers. It is designed to enhance K-12 educators knowledge of reading research, theory, and practice. Course content will help participants learn how to assess, diagnose, interpret, and provide appropriate literacy instruction and professional development using a range of materials, strategies, and instructional approaches that support students literacy development over time. Participants may receive only the Reading Teacher Endorsement, or may pursue a Masters degree in Curriculum Studies. A Masters degree is not required for the endorsement; however, a Masters degree in Curriculum Studies is available with the reading teacher endorsement.

Program strands that connect Curriculum Studies Reading Teacher courses include an emphasis on:

- multicultural, multilingual literacy education,
- student focused assessment, instruction, and literacy practices,
- inquiry based teacher action research and leadership,
- a knowledge base of literacy practices grounded in current reading research,
- multiple forms of assessment emphasizing process and critical reflection, and
- interactive learning engagements and experiences including a practicum course.

Illinois State Board of Education requirements for the Reading Teacher endorsement include:

1. Hold a valid Early Childhood, Elementary, or Secondary teaching certificate
2. Complete 24 semester hours or 36 quarter hours, including a practicum, of reading and literacy courses in the following areas:
 - a) Foundations of reading,
 - b) Content area reading,
 - c) Assessment and diagnosis of reading problems,
 - d) Developmental and remedial reading instruction and support,
 - e) Developmental and remedial materials and resources, and
 - f) Literature appropriate to students across all grade ranges
3. Pass the Reading Teacher content test (#177)

To receive a reading teacher endorsement, you must apply directly to ISBE. Further information about ISBE requirements is available at www.isbe.net.

Once admitted to the Reading endorsement program, students should:

1. Apply for a Reading Teacher endorsement evaluation through the ISBE to receive a statement of area deficiencies. This statement will determine outstanding required coursework.
2. Consult with a faculty advisor to select appropriate course options.

Important Note: Students who are pursuing both the degree and the endorsement who have not completed reading coursework in their undergraduate or graduate programs will be required to complete an additional 4 quarter hours.

Reading Teacher Concentration Degree Requirements (MEd: 52 quarter hours; MA: 56 quarter hours)

Social and Cultural Studies Courses: 8 quarter hours required, grade of C or better required

Required:

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

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

Choose three of the following:

CS 485 Curriculum/Program Evaluation
CS 487 Introduction to Curriculum Deliberation
CS 488 Designing and Interpreting Curriculum
CS 492 Creating and Sustaining Professional Learning Communities
CS 591 Curriculum Theorizing: Multiple Lenses

Career Emphasis Courses: 32 quarter hours required, grade of C or better required

CS 461 Foundations of Reading: Literacy Processes and Practices
CS 463 Assessment, Diagnosis, Developmental/Remedial Instructional Materials and Resources: Emergent and Developing Reading
CS 464 Assessment, Diagnosis, Developmental/Remedial Instructional Materials and Resources: Middle School and Adolescent Reading
CS 465 Teaching Reading in Content Areas
BBE 474 Reading and ELLs
BBE 490 Multicultural Multilingual Childrens Literature
CS 579 Research in Teaching Reading: Developmental & Remedial Reading Instruction & Support: Best Practice
CS 582 Practicum in Curriculum Studies: Reading

Optional Course: 4 quarter hours required, grade of C or better required

CS 447 Teaching Writing and Reading Across the Curriculum

Masters of Education (M.Ed.) Degree Requirements: 0 quarter hours, grade of C or better required

CS 606 Review of Literature (non-credit, non-tuition, PA grade required)
CS 607 Integrative Paper (non-credit, non-tuition, PA grade required)
Review of Literature and Integrative Paper completed in conjunction with faculty advisement

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

CS 589 Thesis Research in Bilingual/Bicultural Education (4 quarter hours)
The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Reading Teacher Endorsement Only Courses: 32-36* quarter hours required, grade of C or better required

CS 461 Foundations of Reading: Literacy Processes and Practices
CS 463 Assessment, Diagnosis, Developmental/Remedial Materials & Resources: Emergent & Developing Reading
CS 464 Assessment, Diagnosis, Developmental/Remedial Materials & Resources: Middle School/Adolescent Reading
CS 465 Teaching Reading in Content Areas
BBE 474 Reading and ELLs
BBE 490 Multicultural Multilingual Childrens Literature
CS 579 Research in Teaching Reading: Developmental & Remedial Reading Instruction & Support: Best Practice
CS 582 Practicum in Curriculum Studies: Reading
CS 447* Teaching Writing and Reading Across the Curriculum (required only for students who do not have previous reading coursework)

Administration & Supervision (A&S) Concentration Degree Requirements (52 quarter hours)

Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required

Required:

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

Supervision Course: 4 quarter hours required, grade of C or better required

Required:

A&S 498 Principles and Practices of Supervision

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

Choose three of the following:

CS 485 Curriculum/Program Evaluation

CS 487 Introduction to Curriculum Deliberation

CS 488 Designing and Interpreting Curriculum

CS 492 Creating and Sustaining Professional Learning Communities

CS 591 Curriculum Theorizing: Multiple Lenses

Career Emphasis Courses: 20 quarter hours required, grade of C or better required

Choose five of the following:

A&S 491 Administrative Theory & Behavior

A&S 493 Data Driven Decision Making

A&S 494 School Finance

A&S 495 School Law

A&S 496 Home, School, Community Relations

A&S 593* Educational Leadership Practicum

A&S 594* Educational Leadership Internship

*Students must select either the practicum or the internship

Masters of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required

CS 580 Research Seminar in Curriculum Studies (4 quarter hours, M.Ed. degree only)

CS 606 Review of Literature (non-credit, non-tuition, PA grade required)

CS 607 Integrative Paper (non-credit, non-tuition, PA grade required)

Review of Literature and Integrative Paper completed in conjunction with faculty advisement

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

CS 589 Thesis Research in Bilingual/Bicultural Education (4 quarter hours)

The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Important Note: Students interested in the Type 75 certificate with the General Administrative endorsement must successfully complete six A&S courses (A&S 491,493,494, 495, 496, 498, 593/594) plus three SCG courses (SCG 401, SCG 408, SCG 410) and a CS course. Students must also pass the required certification tests and have a minimum of 2-years teaching or school service personnel experience. Total hours completed will be 56 quarter hours.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Distinction is not announced at the ceremony for students completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Please consult the *DePaul Graduate Student Handbook* section, *SOE Graduate Student Handbook*, and the *Curriculum Studies Program Handbook* for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

School of Education - Graduate Studies □ School of Education Departments □ Department of Leadership, Language, and Curriculum □ Educational Leadership Program

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 (M.A.): 52 quarter hours - Educational Leadership concentration
- Master of Education (M.Ed.): 52 quarter hours - Educational Leadership concentration
- Master of Arts (M.A.): 48 quarter hours - Physical Education concentration
- Master of Education (M.Ed.): 48 quarter hours - Physical Education concentration

Campus Location

- Lincoln Park
- OHare

Concentrations within the Program

- Administration and Supervision Concentration

- Physical Education Concentration (Lincoln Park only)

Certification

The Educational Leadership Masters program is an Illinois State Board of Education (ISBE) approved program for the Type 75 certificate with the General Administrative (Principal) endorsement. ISBE states the following guidelines:

Individuals seeking the Type 75 certificate with General Administrative endorsement must:

1. complete an approved general administrative program at an Illinois institution
2. hold a Masters degree
3. have 2 years of full-time teaching or school service personnel experience
4. pass the Basic Skills and Principal content-area tests

Upon completion of the Type 75 Principal program and the additional requirements, students must apply for their certificate. Students are to work with the School of Education's Certification Officer when applying for the certificate.

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).

Admission Requirements

- A completed School of Education graduate application
- Two years of successful teaching or other appropriate work experience
- Two letters of recommendation from professors or supervisors
- Evidence of adequate background for program
- Interview
- Personal Statement should be a typed, double spaced document and should be between 2- 4 pages. Your statement should adhere to the following guidelines: Reflecting on the School of Education's conceptual framework, please describe your goals and how it relates to your interest in the educational leadership program and what assumptions, thoughts and conclusions have you developed regarding working in this urban context and what evidence from your own experiences, interests and skills support these thoughts and conclusions? In writing about an issue in urban education, many applicants will consider issues of diversity, socio-economics, equity and reform as relevant. Please also describe what role(s) you have played and/or wish to play as an educational leader in the future. For more information on our conceptual framework as you reflect on your statement click here <http://education.depaul.edu/AboutUs/Philosophy/ConceptualFramework/index.asp>

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Administration and Supervision Concentration Degree Requirements (52 quarter hours)

Social and Cultural Studies Courses: 12 quarter hours required

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

Required:

SCG 408 Education and the Social Order

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Curriculum Course: 4 quarter hours required

Choose one of the following :

CS 485 Curriculum/Program Evaluation

CS 487 Introduction to Curriculum Deliberation

CS 488 Designing and Interpreting Curriculum

CS 492 Creating and Sustaining Professional Learning Communities

CS 591 Curriculum Theorizing: Multiple Lenses

Administration and Supervision Core Courses: 24 quarter hours required

A&S 491 Administrative Theory and Behavior

A&S 493 Data Driven Decision Making

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

Elective Course: 4 quarter hours required

A&S 492 The Principalship

A&S 570 Historical Foundations of Catholic School Leadership

A&S 571 Spiritual and Administrative Leadership in Catholic Schools

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.)

Clinical Experience Course: 4 quarter hours required

**Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.*

Choose one of the following :

A&S 593 Practicum in Educational Leadership

A&S 594 Internship in Educational Leadership

Masters of Education (M.Ed.) Degree Requirements: 4 quarter hours

A&S 608 Capstone in Educational Leadership (4 quarter hours)

Capstone project completed in conjunction with faculty advisement

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours

A&S 599 Thesis Research in Educational Leadership (4 quarter hours)

The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Type 75 Certificate with the General Administrative Endorsement Only Requirements (44 quarter hours.)

**Students who have completed a Masters degree program may have a transcript evaluation to determine if some of the courses may be used to fulfill the certificates requirements.*

Social and Cultural Studies Courses: 12 quarter hours required

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

Required:

SCG 408 Education and the Social Order

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Curriculum Course: 4 quarter hours required

Choose one of the following :

CS 485 Curriculum/Program Evaluation

CS 487 Introduction to Curriculum Deliberation

CS 488 Designing and Interpreting Curriculum

CS 492 Creating and Sustaining Professional Learning Communities

CS 591 Curriculum Theorizing: Multiple Lenses

Administration and Supervision Core Courses: 24 quarter hours required

A&S 491 Administrative Theory and Behavior

A&S 493 Data Driven Decision Making

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

Clinical Experience Course: 4 quarter hours required

**Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.*

Choose one of the following :

A&S 593 Practicum in Educational Leadership
A&S 594 Internship in Educational Leadership

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their educator certificate. Principals must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, writing, and math.
- Principal Content Area Test (test #186) assesses knowledge of the content of what is required at the building administration level.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>

Educational Leadership Physical Education Concentration Degree Requirements (48 quarter hours)

Social and Cultural Studies Courses: 12 quarter hours required

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

Required:

SCG 408 Education and the Social Order
SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Administration and Supervision Courses: 24 quarter hours required

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 Courses: 16 quarter hours

Choose four from the list:

**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
PE 455 Internship in Physical Education

Masters of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required

A&S 608 Capstone in Educational Leadership (4 quarter hours)
Capstone project completed in conjunction with faculty advisement

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

A&S 599 Thesis Research in Educational Leadership (4 quarter hours)
The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the

writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to Campus Connection . Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree. Submit application for the quarter that matches the quarter you are student teaching (or completing internship).

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Please consult the DePaul Graduate Student Handbook section, SOE Graduate Student Handbook , and the SCFE Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook .

Department of Counseling and Special Education

School of Education - Graduate Studies School of Education Departments Department of Counseling and Special Education

About Counseling and Special Education

The vision of the Department of Counseling and Special Education is to advance knowledge, model effective practices, as well as promote advocacy both for our professions and for those whom we serve. We prepare professionals based on sound theory-guided and evidence-based practices to be socially responsible leaders who value the dignity and integrity of all people, particularly those who are historically under-served or under-represented.

The Department of Counseling and Special Education is a community of scholars who value the role of the practitioner in all roles of teaching, research and service. Faculty use student-

focused methods to enhance engagement of future professionals in learning and applying their knowledge and skills in diverse settings. This commitment to theory-guided and evidence-based practices is also demonstrated through faculty's teaching, scholarship and service endeavors. We seek to foster Vincentian Personalism and provide opportunities for advancement through education.

The Department is comprised of two programs from distinct yet related fields. Each program has the following distinct foci and needs:

Counseling Program The program in Counseling provides professionals with theoretical frameworks and competencies that prepare them to provide counseling services. Within the Counseling Program, there are three degree programs. These are community counseling, school counseling, and college student development. The concentrations in community and school counseling integrate Illinois state requirements for licensure and certification and all concentrations meet national standards for professional practice. All programs are 72 credit hours and include a 100-hour practicum and two 300 credit hour internships. These clinical experiences are mandatory and for the school and community counseling concentrations are required by the state for certification and licensure. A degree from this program gives rise to career opportunities such as school counseling in elementary, middle, and high schools; counseling in community agencies; counseling in higher education; career counseling through the lifespan; counseling in hospitals or institutional-care settings; group counseling; couples and family counseling; or counseling in private practice. All of the programs emphasize and are designed to foster leadership, advocacy, and social justice.

Special Education Program The Special Education program currently offers three concentrations all leading to either an M.A or an M.Ed. *The Special Education for Teachers* program prepares currently certified teachers to work in special education and results in a LBS-I certificate (Type 10 K-12). Students in the Special Education for Teachers program may work in a variety of settings as special education teachers. Combining the disciplines of Learning Disabilities and Reading Education, the *Reading and Learning Disabilities* concentration leads to a Reading Specialist Certificate (Type 10 K-12) and prepares students to work as reading specialists within school as well as professionals in clinics or private practice. A third concentration, the *Dual Certification in Elementary Education and Special Education*, is for individuals with a Bachelors Degree in an area other than education. This pre-service program leads to both a Type 10 LBS-I and a Type 03 Elementary Education certificate. Graduates of the Dual Certification program may teach in either general or special education settings.

The following graduate programs are offered at Lincoln Park:

- M.A or M.Ed. Counseling
- M.A or M.Ed. Literacy and Specialized Instruction

School of Education - Graduate Studies ▫ School of Education Departments ▫ Department of Counseling and Special Education ▫ Counseling Program

Counseling Program

Counseling (*formally Human Services and Counseling*)

Degree Programs

- ∨ Masters of Arts (M.A.): 72 quarter hours
- ∨ Masters of Education (M.Ed.): 72 quarter hours

Degree Concentrations

- ∨ College Student Development
- ∨ Community Counseling
- ∨ School Counseling

Campus Location

- ∨ Lincoln Park

Certificate Option

The Counseling programs School Counseling concentration is an Illinois State Board of Education (ISBE) approved program for the School Service Personnel Type 73 certificate with

the School Counselor endorsement. ISBE states the following guidelines:

Individuals seeking the Type 73 certificate with the School Counselor endorsement must:

1. complete an approved school counseling program at an Illinois institution
2. hold a Masters degree in school counseling; counseling or a related field; or an educational field
3. pass the Basic Skills and School Counselor content-area tests
4. hold or be qualified to hold a teaching certificate OR complete coursework addressing required knowledge as part of an approved program

Upon completion of the School Counseling concentrations coursework and the additional State requirements, students must apply for their certificate. Students are to work with the School of Educations Certification Officer when applying for the certificate.

State Licensure Information

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 Counseling programs Community Counseling concentration 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/>.

Admission Requirements

- ∨ A completed School of Education graduate application
- ∨ A bachelors degree conferred by an accredited, recognized institution
- ∨ Admission Requirements for all concentrations of the counseling program which includes: College Student Development, Community Counseling and School Counseling are listed below:
 - ∨ Three letters of recommendation: one from a professor addressing your academic ability, one from a work supervisor and one from either another professor or supervisor.
 - ∨ Interview with program faculty upon request.
 - ∨ Personal Statement should be 3-4 pages double spaced and typed and should tell us about your career goals, your motivation for becoming a counselor and what you hope to accomplish in the Counseling program. Describe your personal and professional experiences as well as characteristics that you believe support your application. To do so, please respond to the following questions:
 1. What is your motivation for becoming a counselor?
 2. What are your short and long term professional goals
 3. What are your expectations of the CSL program and how do you envision the program fulfilling those expectations?
 4. The roles of the counselor are multiple and include listener, advocate, leader, consultant, multiculturalist, educator, and group leader. From your perspective, please rank the roles of a counselor in terms of importance and provide a rationale discussing your placement of the top three roles
 5. What roles have been most comfortable for you in a group setting? Describe what made these roles comfortable for you?
 6. We are often faced with situations which do not turn out as we had planned. How do you handle situations where you don't see things going in the way that you would like?

College Student Development Concentration Program Description :

This Masters degree prepares Counseling 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 Counseling 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.

College Student Development Concentration Degree Requirements (72 quarter hours)

Social and Cultural Studies Courses: 8 quarter hours required, grade of C or better required

SCG 401 Advanced Developmental Psychology

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Counseling Courses: 52 quarter hours required, grade of C or better required

CSL 451 Legal and Ethical Issues in Counseling

CSL 452 Introduction to the Counseling Profession

CSL 454 Career Counseling (*prerequisite: CSL 501*)
CSL 458 Group Counseling (*prerequisites: CSL 510*)
CSL 461 Testing and Appraisal (*prerequisite: SCG 410*)
CSL 467 Counseling Theories (*prerequisites: CSL 451, CSL 452*)
CSL 490 Foundation of Student Affairs (*prerequisites: CSL 451, CSL 452*)
CSL 491 Contextual Dimensions of College Student Development
(*prerequisite: CSL 490*)
CSL 492 Program Development in Student Affairs (*prerequisite: CSL 491*)
CSL 501 Counseling Skills (*prerequisites: CSL 451, CSL 452*)
CSL 510 Multicultural Counseling (*prerequisites: CSL 467, CSL 501*)
CSL 511 Supervision (*prerequisite: CSL 458*)
CSL 512 Crisis Intervention (*prerequisite: CSL 458*)
CSL 513 Consultation for Counselors (*prerequisite: CSL 458*)
PLUS Counseling Elective (*4-credit hour course per faculty advisor approval*)

Clinical Experience

Students complete their Clinical Experience during the last year in the program. The Clinical Experience Courses includes the Practicum, Internship in Counseling I, and Internship in Counseling II. Students are enrolled in the Practicum course Autumn Quarter; Internship in Counseling I Winter Quarter; Internship in Counseling II Spring Quarter. Students must complete a formal application process to participate in the Clinical Experience courses. This includes attending a clinical orientation a full year before beginning the Clinical Experience, submitting an initial application, and securing a placement site. Successful completion of the application requirements is noted as milestone courses on a students transcripts. Consult academic advisor for additional information on application and course enrollment process.

Clinical Experience Application Courses: non-credit, non-tuition

CSL 095 Clinical Orientation
CSL 096 Clinical Application
CSL 097 Clinical Placement

Prerequisites: All courses with the exception of CSL 512 and CSL 513 must be completed prior to being enrolled in the Practicum course.

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

CSL 552 Practicum (100 clock hours) (*prerequisites: CSL 458, CSL 461, CSL 492, CSL 510, and CSL 511*)
CSL 553 Internship in Counseling I (300 clock hours) (*prerequisites: CSL 552*)
CSL 554 Internship in Counseling II (300 clock hours) (*prerequisites: CSL 553*)

Masters of Education (M.Ed.) Degree Requirements

Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553 and CSL 554. Does not require additional course enrollment.

Masters of Arts (M.A.) Degree Requirements: non-credit, non-tuition, grade of C or better required

CSL 559 Thesis Research in Counseling

The Masters Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral examination are required. Consult the M.A. Thesis Handbook for additional information.

School Counseling Concentration Program Description :

This Masters degree allows the student to become certified as a school counselor (Type 73 Certification). The sequence prepares Counseling Professionals to work in public and private K-12 school systems and gives the Counseling Professional skills and processes to provide individual and group counseling and to serve as a leader and advocate for students, schools, and the profession.

School Counseling Concentration Degree Requirements (72 quarter hours)

Social and Cultural Studies Courses: 8 quarter hours required, grade of C or better required

SCG 401 Advanced Developmental Psychology

SCG 410 Introduction to Research: Purposes, Issues and Methodologies
Counseling Courses: 52-56* quarter hours required, grade of C or better required
CSL 451 Legal and Ethical Issues in Counseling
CSL 452 Introduction to the Counseling Profession
CSL 458 Group Counseling (*prerequisites: CSL 510*)
CSL 461 Testing and Appraisal (*prerequisite: SCG 410*)
CSL 467 Counseling Theories (*prerequisites: CSL 451, CSL 452*)
CSL 475 Career Counseling for School Counselors (*prerequisite: CSL 501*)
CSL 489 Psychopathology (*prerequisite: CSL 510*)
CSL 501 Counseling Skills (*prerequisites: CSL 451, CSL 452*)
CSL 510 Multicultural Counseling (*prerequisites: CSL 467, CSL 501*)
CSL 512 Crisis Intervention (*prerequisite: CSL 458*)
CSL 519 Special Education: Legal and Professional Issues for School Counselors (*prerequisites: CSL 451, CSL 452*)
CSL 520 Counseling Children and Adolescents (*prerequisite: CSL 458*)
CSL 521 Contextual Dimensions of School Counseling (*prerequisites: CSL 451, CSL 452*)
CSL 522 Delivery of Comprehensive Developmental School Counseling Programs (*prerequisite: CSL 521*)
CSL 523* Learning and Classroom Management for School Counselors (*required only for students without a teaching certificate*)

Clinical Experience

Students complete their Clinical Experience during the last year in the program. The Clinical Experience Courses includes the Practicum, Internship in Counseling I, and Internship in Counseling II. Students are enrolled in the Practicum course Autumn Quarter; Internship in Counseling I Winter Quarter; Internship in Counseling II Spring Quarter. Students must complete a formal application process to participate in the Clinical Experience courses. This includes attending a clinical orientation a full year before beginning the Clinical Experience, submitting an initial application, and securing a placement site. Successful completion of the application requirements is noted as milestone courses on a students transcripts. Consult academic advisor for additional information on application and course enrollment process.

Clinical Experience Application Courses: non-credit, non-tuition

CSL 095 Clinical Orientation
CSL 096 Clinical Application
CSL 097 Clinical Placement

Prerequisites : All courses with the exception of CSL 512 must be completed prior to being enrolled in the Practicum course.

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

CSL 552 Practicum (100 clock hours) (*prerequisites: CSL 475, CSL 458, CSL 461, CSL 489, CSL 510, CSL 519, CSL 520, CSL 521, and CSL 523**)
CSL 553 Internship in Counseling I (300 clock hours) (*prerequisites: CSL 522, CSL 552*)
CSL 554 Internship in Counseling II (300 clock hours) (*prerequisites: CSL 553*)

Masters of Education (M.Ed.) Degree Requirements

Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553 and CSL 554. Does not require additional course enrollment.

Masters of Arts (M.A.) Degree Requirements: non-credit, non-tuition, grade of C or better required

CSL 559 Thesis Research in Counseling
The Masters Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral examination are required. Consult the M.A. Thesis Handbook for additional information.

Community Counseling Concentration Program Description:

This Masters degree allows the students who enter the community counseling concentration,

after passing the state licensure exam, can become licensed as a Licensed Professional Counselor (LPC). The Concentration prepares Counseling professionals to work in various settings such as community agencies, private practice, and not-for-profit organizations. Such a specialty gives the Counseling Professional skills and processes to provide individual and group counseling and to serve as a leader and advocate for clients, communities, and the profession.

Community Counseling Concentration Degree Requirements (72 quarter hours)

Social and Cultural Studies Courses: 8 quarter hours required, grade of C or better required

SCG 401 Advanced Developmental Psychology

SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Counseling Courses: 52 quarter hours required, grade of C or better required

CSL 451 Legal and Ethical Issues in Counseling

CSL 452 Introduction to the Counseling Profession

CSL 454 Career Counseling (*prerequisite: CSL 501*)

CSL 458 Group Counseling (*prerequisites: CSL 510*)

CSL 461 Testing and Appraisal (*prerequisite: SCG 410*)

CSL 466 Assessment & Treatment of Chemical Dependency
(*prerequisite: CSL 489*)

CSL 467 Counseling Theories (*prerequisites: CSL 451, CSL 452*)

CSL 489 Psychopathology (*prerequisite: CSL 510*)

CSL 501 Counseling Skills (*prerequisites: CSL 451, CSL 452*)

CSL 510 Multicultural Counseling (*prerequisites: CSL 467, CSL 501*)

CSL 511 Supervision (*prerequisite: CSL 458*)

CSL 512 Crisis Intervention (*prerequisite: CSL 458*)

CSL 513 Consultation for Counselors (*prerequisite: CSL 458*)

CSL 556 Couples and Family Counseling (*prerequisite: CSL 489*)

PLUS Counseling Elective (4-credit hour course per faculty advisor approval)

Clinical Experience

Students complete their Clinical Experience during the last year in the program. The Clinical Experience Courses includes the Practicum, Internship in Counseling I, and Internship in Counseling II. Students are enrolled in the Practicum course Autumn Quarter; Internship in Counseling I Winter Quarter; Internship in Counseling II Spring Quarter. Students must complete a formal application process to participate in the Clinical Experience courses. This includes attending a clinical orientation a full year before beginning the Clinical Experience, submitting an initial application, and securing a placement site. Successful completion of the application requirements is noted as milestone courses on a students transcripts. Consult academic advisor for additional information on application and course enrollment process.

Clinical Experience Application Courses: non-credit, non-tuition

CSL 095 Clinical Orientation

CSL 096 Clinical Application

CSL 097 Clinical Placement

Prerequisites : All courses with the exception of CSL 512 and CSL 513 must be completed prior to being enrolled in the Practicum course.

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

CSL 552 Practicum (100 clock hours) (*prerequisites: CSL 458, CSL 461, CSL 489, CSL 510, and CSL 511*)

CSL 553 Internship in Counseling I (300 clock hours) (*prerequisites: CSL 552*)

CSL 554 Internship in Counseling II (300 clock hours) (*prerequisites: CSL 553*)

Masters of Education (M.Ed.) Degree Requirements

Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553 and CSL 554. Does not require additional course enrollment.

Masters of Arts (M.A.) Degree Requirements: non-credit, non-tuition, grade of C or

better required

CSL 559 Thesis Research in Counseling

The Masters Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral examination are required.

Consult the M.A. Thesis Handbook for additional information.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to [Campus Connection](#). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

DePaul holds one [commencement ceremony](#) each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Distinction is not announced at the ceremony for students completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

Please consult the *DePaul Graduate Student Handbook* section, *SOE Graduate Student Handbook*, and the *Counseling Program Handbook* for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

School of Education - Graduate Studies □ School of Education Departments □ Department of Counseling and Special Education □ Literacy and Special Instruction Program

Literacy and Special Instruction Program

The program in Literacy and Specialized Instruction fosters leadership in three areas of specialized instruction: (a) Dual Certification - Special Education combined with Elementary Education, (b) Reading Specialist, and (c) Special Education for Teachers. *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 Specialist* 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. The *Special Education for Teachers* (Learning & Behavior Specialist 1) program prepares currently certified general education teachers to work in special education, and results in a LBS-I certificate (Type 10 K-12) or an endorsement. Students in the Special Education for Teachers program may work with individuals with special needs in a variety of settings.

Degree Programs

- Master of Arts (M.A.): 56 quarter hours Special Education for Teachers (Learning & Behavior Specialist 1 - LBS1) concentration
- Master of Education (M.Ed.): 52 quarter hours Special Education for Teachers (Learning & Behavior Specialist - LBS1) concentration
- Master of Arts (M.A.): 56 quarter hours Reading Specialist concentration
- Master of Education (M.Ed.): 52 quarter hours Reading Specialist concentration
- Master of Arts (M.A.): 84 quarter hours Dual Certification
- Master of Education (M.Ed.): 80 quarter hours Dual Certification concentration

Campus Location

- Lincoln Park

Concentrations within the Program

- Special Education of Teachers (Learning Behavior Specialist 1) Concentration
- Reading Specialist Concentration
- Dual Certification Concentration

Certification

Students are eligible for an initial Elementary (K-9) teaching certificate and an initial Type 10 (pre-K-21) teaching certificate with an LBS1 endorsement upon completion of the *Dual Certification* Masters program and the required certification tests.

Students are eligible for an initial Type 10 (pre-K-21) teaching certificate with an LBS1 endorsement upon completion of the *Special Education for Teachers (Learning Behavior Specialist 1)* Masters program and the required certification tests. Certificate only and endorsement only options available. **Note:** Courses in the Special Education for Teachers concentration are designed for practicing educators and are *not* open to students seeking a first teaching certificate (Teaching and Learning).

Students are eligible for an initial Type 10 certificate (K-12) teaching certificate with a *Reading Specialist* endorsement upon completion of the Reading Specialist Masters program, the required certification tests, and the required employment experience (2-years of full-time teaching experience).

Note: Courses in the Reading Specialist concentration are designed for practicing educators and are *not* open to students seeking a first teaching certificate (Teaching and Learning).

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website:
http://www.isbe.net/certification/requirements/endorsement_assignment.htm .

Subjects that qualify for primary level endorsements are limited, and typically only include foreign languages. Elementary education students do not qualify for high school level endorsements.

To qualify for an endorsement at the middle school level, you need 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses.

Consult with your advisor regarding endorsements and your concentration area.

Concentrations may or may not lead to a minor or an endorsement area depending on courses taken. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Admission Requirements

- A completed School of Education graduate application
- A bachelors 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 Specialist Concentration

- Valid Illinois Teaching Certificate
- 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)

Additional Requirements for the Special Education for Teachers Concentration

- Valid Illinois Teaching Certificate
- Evidence of adequate background for the program

Dual Certification Concentration Degree Requirements (80 hours M.Ed; 84 hours M.A.)

Advanced Standing

All Education students have a two stage admission process. Upon being admitted to the School of Education students begin as a Pre-Education Teacher Candidate. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing Requirements:

All students must complete specific requirements in order to take the Advanced Standing courses. Requirements include:

- EDU 025 Basic Technology
- Illinois Certification Basic Skills Test
- Cumulative GPA of 3.00
- A minimum of 8 quarter hours completed at DePaul
- Petition for Advanced Standing form

You can apply for advanced standing once you have completed the above requirements by submitting the Petition for Advanced Standing form.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Dual Certification students must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- Elementary Content Area Test (test #110) assesses knowledge of the content of what is taught at the elementary level. Test is required before Student Teaching (deadlines apply)
- LBS1 Content Area Test (test #155) assesses knowledge of working with students with

disabilities and special needs. Test is required before Student Teaching (deadlines apply)

- Special Education General Curriculum Test (test #163) assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required for admission to Student Teaching.
- Assessment of Professional Teaching (APT) (test #104, grades K-12) assesses knowledge of teaching practice and classroom scenarios. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com> .

Field Experiences

Each student seeking certification from the School of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. 200 hours of non-paid pre-student teaching field experience are required. Special requirements include: regular and special education settings, experiences in inclusive settings, special education experiences at the high school level. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Content Area Prerequisites

**A transcript evaluation will be completed upon admission to the program. If deficiencies exist, they must be completed prior to student teaching.*

College coursework in Writing

College coursework in Fine Arts or Literature

College coursework in Mathematics

College coursework in Science

College coursework in American Government or U.S. History

College coursework in Social Science

Pre-Education Introductory Core: 20 quarter hours required, grade of C or better required

EDU 025 Basic Technology Literacy (*non-credit, non-tuition*)

LSI 442 Characteristics of the Exceptional Learner

SCG 401 Advanced Development Psychology

SCG 408 Education and Society

T&L 409 Professional Practice in Elementary Schools

T&L 418 Learning Through the Arts

Advanced Standing Courses: 48 quarter hours required, grade of C or better required

LSI 443 Psychological Tests & Diagnosis

LSI 458 High Incidence I (BD)

LSI 461 Collaborative Practice & Special Education

LSI 462 Instructional Strategies I

LSI 467 High Incidence II (Reading/LD)

LSI 468 Low Incidence I (MR/Autism)

LSI 469 Low Incidence II (PH/Multiple)

SCG 410 Introduction to research

SCG 439 Philosophy & Psychology of Middle Level Education

T&L 413 Reading in the Middle Years

T&L 415 Teaching Elementary Science

T&L 416 Teaching Elementary Mathematics

Student Teaching Requirements

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

Academic Requirements:

- Completion of all Liberal Studies, Pre-Education, Advanced Standing and concentration courses

- Overall cumulative G.P.A. of 3.00 or better[✓]
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

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

Student Teaching Timeline and Deadlines:

Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.

Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

Student Teaching: 12 quarter hours required, grade of B- or better required

LSI 585 Student Teaching and Seminar in Special Education
(4 hours Winter Quarter)

LSI 585 Student Teaching and Seminar in Special Education
(4 hours Spring Quarter)

LSI 465 Induction into the Field of Special Education (4 hours)

LSI 096 Field Experience (indicates to ISBE that required field experience hours are complete) (*non-credit, non-tuition*)

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

LSI 549 Thesis Research (4 quarter hours)

The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Special Education for Teachers (Learning and Behavior Specialist 1) Concentration Degree Requirements (52 hours M.Ed; 56 hours M.A.)

Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required

Required:

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

Special Education Core Courses: 32 hours required, grade of B+ or better required

LSI 442 Survey and Characteristics of the Exceptional Learner

LSI 443 Psychological Tests and Methods in Diagnosis

LSI 458 Teaching Students with High Incidence Disabilities I

(prerequisite: LSI 442)

LSI 462 Instructional Strategies I: Accessing the General Curriculum

LSI 467 Teaching Students with High Incidence Disabilities II

(prerequisite: LSI 442)

LSI 468 Teaching Students with Low Incidence Disabilities I

(prerequisite: LSI 442)

LSI 469 Teaching Students with Low Incidence Disabilities II

(prerequisite: LSI 442)

LSI 457 Seminar and Research in Special Education (prerequisite: LSI 458,

LSI 467, LSI 468, LSI 469)

Clinical Experience

The program requires two summer practicum experiences. Each practicum involves six full weeks of intensive supervised field experience in a cooperating school that operates an extended school year program. Candidates are placed in appropriate summer practicum sites by the program. Candidates will assume full teaching responsibility and will have weekly opportunities for feedback and discussion of issues and problems encountered. A grade of B+ or better is required to participate in each summer practicum.

Practicum Courses: 8 hours required, grade of B+ or better required

LSI 552 Practicum Experience with High Incidence Disabilities

(prerequisite: LSI 458, LSI 467)

LSI 553 Practicum Experience with Low Incidence Disabilities (prerequisite: LSI 468, LSI 469)

Masters of Education (M.Ed.) Degree Requirements: non-tuition, non-credit, PA grade required

LSI 608 Capstone in Literacy and Specialized Instruction

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

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

The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

LBS1 Masters students must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- LBS1 Content Area Test (test #155) assesses knowledge of working with students with disabilities and special needs.
- Special Education General Curriculum Test (test #163) assesses knowledge of reading & literacy, mathematics, natural science, and social science.
- Assessment of Professional Teaching (APT) (test #104, grades K-12) assesses knowledge of teaching practice and classroom scenarios.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>.

Special Education for Teachers (Learning and Behavior Specialist 1) Certificate-Only Requirements (40 hours)

Special Education Core Courses: 32 hours required, grade of B+ or better required

LSI 442 Survey and Characteristics of the Exceptional Learner

LSI 443 Psychological Tests and Methods in Diagnosis

LSI 458 Teaching Students with High Incidence Disabilities I

(prerequisite: LSI 442)

LSI 462 Instructional Strategies I: Accessing the General Curriculum

LSI 467 Teaching Students with High Incidence Disabilities II

(prerequisite: LSI 442)

LSI 468 Teaching Students with Low Incidence Disabilities I

(prerequisite: LSI 442)

LSI 469 Teaching Students with Low Incidence Disabilities II

(prerequisite: LSI 442)

LSI 457 Seminar and Research in Special Education (prerequisite: LSI 458, LSI 467, LSI 468, LSI 469)

Clinical Experience

The program requires two summer practicum experiences. Each practicum involves six full weeks of intensive supervised field experience in a cooperating school that operates an extended school year program. Candidates are placed in appropriate summer practicum sites by the program. Candidates who will be admitted to the practicum will assume full teaching responsibility and will have weekly opportunities for feedback and discussion of issues and problems encountered. A grade of B+ or better is required for eligibility to participate in each summer practicum.

Practicum Courses: 8 hours required, grade of B+ or better required

LSI 552 Practicum Experience with High Incidence Disabilities

(prerequisite: LSI 458, LSI 467)

LSI 553 Practicum Experience with Low Incidence Disabilities (prerequisite: LSI 468, LSI 469)

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

LBS1 Certification students must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- LBS1 Content Area Test (test #155) assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply)
- Special Education General Curriculum Test (test #163) assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required for admission to Student Teaching.
- Assessment of Professional Teaching (APT) (test #104, grades K-12) assesses knowledge of teaching practice and classroom scenarios.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>.

Special Education for Teachers (Learning and Behavior Specialist 1) Endorsement-Only Requirements 24 hours required, grade of B+ or better required

LSI 442 Survey and Characteristics of the Exceptional Learner

LSI 443 Psychological Tests and Methods in Diagnosis

LSI 458 Teaching Students with High Incidence Disabilities I

(prerequisite: LSI 442)

LSI 467 Teaching Students with High Incidence Disabilities II

(prerequisite: LSI 442)

LSI 468 Teaching Students with Low Incidence Disabilities I

(prerequisite: LSI 442)

LSI 469 Teaching Students with Low Incidence Disabilities II

(prerequisite: LSI 442)

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to

complete certification tests specific to their teaching certificate. LBS1 Endorsement students must complete the following tests:

- LBS1 Content Area Test (test #155) assesses knowledge of working with students with disabilities and special needs.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>.

Reading Specialist Concentration Degree Requirements (52 hours M.Ed; 56 hours M.A.)

Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required

Required:

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

Reading Specialist Core Courses: 28 quarter hours required, grade of C or better required

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 (prerequisite: LSI 431)

LSI 433 Assessment and Diagnostic Teaching of Reading and Learning Disabilities

(prerequisite: LSI 430)

LSI 435 Reading Programs: Curriculum, Collaboration, and Administration

(prerequisite: LSI 433)

LSI 437 Leadership and Professional Development in Reading & Learning (prerequisite: All

Reading Specialist core courses)

LSI 438 Reading Comprehension for Struggling Readers: Literature-Based and Content Area

Instruction (prerequisite: LSI 432)

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 on-campus Family Lab in conjunction with LSI 542, 543, and 544. The Family 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.

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

**prerequisites: LSI 430, LSI 431, LSI 432, LSI 433, LSI 435, and LSI 438*

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

Masters of Education (M.Ed.) Degree Requirements: non-tuition, non-credit, PA grade required

LSI 608 Capstone in Literacy and Specialized Instruction

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

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

The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Reading Specialist students must complete the following tests:

- Basic Skills (test #096) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- Reading Specialist Content Area Test (test #176) assesses knowledge of language, reading, and literacy.
- Assessment of Professional Teaching (APT) (test #104, grades K-12) assesses knowledge of teaching practice and classroom scenarios.

Registration, testing schedules, and fees for ISBE certification tests are available at <http://www.icts.nesinc.com>.

Reading Specialist plus LBS1 option

Students admitted to the Reading Specialist program may elect to pursue the LBS1 endorsement. Students must complete four courses in addition to the Reading Specialist program. These courses are:

LSI 442 Survey and Characteristics of the Exceptional Learner

LSI 458 Teaching Students with High Incidence Disabilities I (prerequisite: LSI 442)

LSI 468 Teaching Students with Low Incidence Disabilities I

LSI 469 Teaching Students with Low Incidence Disabilities II

PLUS LBS1 content area test (#155)

Students may take these courses concurrently with or at the end of the Reading Specialist program. Students must consult their Faculty Advisor if they elect to pursue the LBS1 option.

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied. After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st

Winter Quarter - January 15th

Spring Quarter - February 1st

Summer I Quarter - June 1st

Summer II Quarter - July 15th

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

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

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order.

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

Please consult the *DePaul Graduate Student Handbook* section, *SOE Graduate Student Handbook*, and the respective *Program Handbook* for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

Doctor of Education Program

School of Education - Graduate Studies ▫ School of Education Departments ▫ Doctor of Education Program

About the 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 Masters 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 dialogue with current students and program faculty.
- Submit a personal statement (approximately 3 pages), discussing why the applicant is interested in further study and articulating an issue or problem of interest or concern.
- Submit a writing sample, preferably a course paper from the applicant's master's program. Alternatively, applicants can write a short (3-5 pg) academic response to readings provided (upon request) by the doctoral program.
- 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: Three letters of recommendation, at least two of which should be from faculty in the applicant's master's program.
- Submit all transcripts of undergraduate and graduate work to document the nature of previous educational experiences, course work, and areas of specialization.
- Submit Resume or Curriculum Vitae
- A completed School of Education graduate application and \$40 application fee.
- Submit GRE Scores

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

Degree Pre-Requisites

Curriculum Studies Concentration

- Masters 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

Doctoral Dissertation

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

Degree Requirements: Doctoral of Education Program

Concentrations

- Curriculum Studies (Ed.D.): 76 quarter hours
- Educational Leadership (Ed.D.): 76 quarter hours

Campus Location

- Lincoln Park

Superintendent Endorsement Option

The Doctoral programs Educational Leadership concentration is an Illinois State Board of Education (ISBE) approved program for the Superintendent endorsement. The Superintendent endorsement requires an additional 4 quarter hours for the internship course. ISBE states the following guidelines:

Individuals seeking the Type 75 certificate with the Superintendent endorsement must:

1. complete an approved superintendent program at an Illinois institution
2. hold a Masters degree
3. provide proof of 2 years of full-time administrative experience on a valid administrative certificate with the general administrative endorsement
4. pass the Basic Skills and Superintendent content-area tests

Upon completion of the Type 75 Superintendent program and the endorsements additional requirements, students must apply for their certificate. Students are to work with the School of Educations Certification Officer when applying for the certificate.

Curriculum Studies Concentration Degree Requirements (76 quarter hours)

Core Courses: 24 quarter hours required

A&S 801 Leadership Practices for Urban Administrators

CS 704 Curriculum Discourses/Perspectives Over Time

CS 751 Curriculum For Human & Community Development

SCG 701 Ethics & Education

SCG 711 Culture, Power, and Education

SCG 721 Human Development and the Educational Process

Research Courses: 20 quarter hours required

The research courses are sequenced and must be taken in the following order:

Required:

SCG 775 Frameworks of Inquiry I

SCG 785 Frameworks of Inquiry II (*prerequisite: SCG 775*)

SCG 735 Advanced Quantitative Research I (*prerequisite: SCG 785*)

SCG 745 Advanced Qualitative Research I (*prerequisite: SCG 785*)

Choose a subsequent research course:

SCG 755 Advanced Quantitative Research II (*prerequisite: SCG 735*)

SCG 765 Advanced Qualitative Research II (*prerequisite: SCG 745*)

Elective Requirement: 4 quarter hours required

Choose one of the following:

SCG 527 Global Perspective in Education

Other graduate courses , with permission of faculty advisor or program director

Concentration Courses: 20 quarter hours required

Choose five of the following:

CS 754 Curriculum Theorizing: Multiple Lenses

CS 761 Assessing School Curriculum

CS 764 Ideology, Culture, & Society: Youth Development

CS 774 Engaging in Curriculum Deliberation

CS 784 Curriculum & Program Design

CS 794 Special Topics in Curriculum

Candidacy Course: non-credit, non-tuition

CS 706 Candidacy Requirement

Dissertation Courses: 8 quarter hours required

CS 849 Supervised Dissertation Proposal Development

CS 859 Independent Dissertation Research

Educational Leadership Concentration Degree Requirements (76 quarter hours)

Core Courses: 24 quarter hours required

A&S 801 Leadership Practices for Urban Administrators

A&S 811 Assessment & Accountability

CS 704 Curriculum Discourses/Perspectives Over Time

CS 751 Curriculum For Human & Community Development

SCG 701 Ethics & Education

SCG 711 Culture, Power, and Education

Research Courses: 20 quarter hours required

The research courses are sequenced and must be taken in the following order:

Required:

SCG 775 Frameworks of Inquiry I

SCG 785 Frameworks of Inquiry II (*prerequisite: SCG 775*)

SCG 735 Advanced Quantitative Research I (*prerequisite: SCG 785*)

SCG 745 Advanced Qualitative Research I (*prerequisite: SCG 785*)

Choose a subsequent research course:

SCG 755 Advanced Quantitative Research II (*prerequisite: SCG 735*)

SCG 765 Advanced Qualitative Research II (*prerequisite: SCG 745*)

Elective Requirement: 4 quarter hours required

Choose one of the following:

SCG 527 Global Perspective in Education

Other graduate courses, with permission of faculty advisor or program director

Concentration Courses: 20 quarter hours required

A&S 803 School Programs, Plant & Human Resources

(*prerequisite: Masters level Administrative Theory Behavior*)

A&S 823 Community Consensus Building for School Improvement

A&S 843 The Politics of Schooling

A&S 873 Current Trends in Budgeting & Finance

(*prerequisite: Masters level School Finance course*)

A&S 883 School Law (*prerequisite: Masters level School Law course*)

Candidacy Course: non-credit, non-tuition

A&S 706 Candidacy Requirement

Dissertation Courses: 8 quarter hours required

A&S 849 Supervised Dissertation Proposal Development

A&S 859 Independent Dissertation Research

***Superintendent Internship:** 4 quarter hours required

A&S 899 Superintendent Internship

**Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 76-credit hours for the Ed.D. degree.*

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Please consult the DePaul Graduate Student Handbook section, SOE Graduate Student Handbook , and the respective Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

Course Listing by Category (Index of Graduate Courses)

School of Education - Graduate Studies ▢ Course Listing by Category (Index of Graduate Courses)

Bilingual-Bicultural Education

BBE 097 100 Field Experience Hours in ESL/BE Documented
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 408 Bilingual Early Childhood Development Theoretical Foundations
BBE 409 English as a Second Language Instructional Foundations in Early Childhood Settings
BBE 425 Biliteracy Practices in Bilingual Education and ESL
BBE 466 First and Second Language Acquisition
BBE 474 Reading and ELLs
BBE 476 Biliteracy Practices: Secondary/Adult
BBE 490 Multicultural and Multilingual Children's Literature
BBE 510 Advanced Language Seminar
BBE 520 Research Methods in Bilingual and Second Language Education
BBE 524 Methods of Teaching ESL
BBE 526 Theoretical Foundations of Teaching ESL
BBE 554 Methods of Teaching ESL: Elementary
BBE 556 Methods of Teaching ESL: Secondary/Adult
BBE 560 Second and World Language Acquisition
BBE 570 Methods of Teaching Integrated World Language K-12
BBE 588 Independent Study in Bilingual Bicultural Education
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)
BBE 625 Candidacy Culminating Project (Student in Good Standing) (non-credit)

School of Education - Graduate Studies ▢ Course Listing by Category (Index of Graduate Courses) ▢ Counseling

Counseling

CSL 095 Clinical Orientation (non-credit)
CSL 096 Clinical Application (non-credit)
CSL 097 Clinical Placement (non-credit)
CSL 451 Legal and Ethical Issues in Counseling
CSL 452 Introduction to the Counseling Profession
CSL 454 Career Counseling
CSL 458 Group Counseling
CSL 461 Testing and Appraisal
CSL 466 Assessment and Treatment of Chemical Dependency
CSL 467 Counseling Theories
CSL 475 Career Counseling for School Counselors
CSL 489 Psychopathology
CSL 490 Foundation of Student Affairs
CSL 491 Contextual Dimensions of College Student Development
CSL 492 Program Development in Student Affairs
CSL 500 Communication Strategies
CSL 501 Counseling Skills
CSL 510 Multicultural Counseling
CSL 511 Supervision (1 hour)

CSL 512 Crisis Intervention (2 hour)
CSL 513 Consultation for Counselors (1 hour)
CSL 519 Special Education: Legal and Professional Issues for School Counselors (2 hours)
CSL 520 Counseling Children and Adolescents
CSL 521 Contextual Dimensions of School Counseling
CSL 522 Delivery of Comprehensive Developmental School Counseling Programs
CSL 523 Learning and Classroom Management for School Counselors
CSL 552 Practicum in Counseling
CSL 553 Internship in Counseling I
CSL 554 Internship in Counseling II
CSL 556 Couples and Family Counseling
CSL 558 Independent Study in Counseling
CSL 559 Thesis Research in Counseling
CSL 600 Registered Student in Good Standing (non-credit)
CSL 625 Candidacy Culminating Project (Student in Good Standing) (non-credit)

School of Education - Graduate Studies ▫ Course Listing by Category (Index of Graduate Courses) ▫ Curriculum Studies

Curriculum Studies

CS 447 Teaching Writing and Reading Across the Curriculum in the Elementary and Middle School
CS 460 Learning in a Technology-Supported Classroom
CS 461 Literacy Processes and Practices
CS 463 Assessment, Diagnosis, Developmental/Remedial Materials & Resources: Emergent & Developing Reading
CS 464 Assessment, Diagnosis, Developmental/Remedial Materials & Resources: Middle School/Adolescent Reading
CS 465 Teaching Reading in the Content Areas
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 487 Introduction To Curriculum Deliberation
CS 488 Designing and interpreting Curriculum
CS 489 Creativity and Critical Thinking
CS 492 Creating and Sustaining Professional Learning Communities
CS 579 Research in Teaching Reading: Developmental & Remedial Reading Instruction & Support: Best Practices
CS 580 Research Seminar in Curriculum Studies
CS 581 Internship: Solving Operating Problems
CS 582 Practicum in Curriculum Studies: Reading
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 606 Review of Literature (non-credit)
CS 607 Integrative Paper (non-credit)
CS 608 Capstone in Curriculum Studies (non-credit)
CS 625 Candidacy Culminating Project (Student in Good Standing) (non-credit)
CS 700 Registered Doctoral Student in Good Standing (non-credit)
CS 704 Curriculum Discourses/Perspectives Over Time
CS 706 Candidacy Paper (non-credit)
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

School of Education - Graduate Studies ▢ Course Listing by Category (Index of Graduate Courses) ▢ Educational Leadership

Educational Leadership

A&S 491 Administrative Theory and Behavior
A&S 492 The Principalship
A&S 493 Data Driven Decision Making
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 570 Historical, Philosophical and Theological Foundations of Catholic School Leadership
A&S 571 Spiritual and Administrative Leadership in Catholic Schools
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 606 Review of Literature (non-credit)
A&S 607 Integrative Paper (non-credit)
A&S 608 Capstone in Educational Leadership
A&S 625 Candidacy Culminating Project (Student in Good Standing) (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 694 School Finance
A&S 695 School Law
A&S 700 Registered Doctoral Student in Good Standing (non-credit)
A&S 706 Candidacy Paper (non-credit)
A&S 801 Leadership: Theory and Practice
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 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
A&S 873 Current Trends in Budgeting and Finance
A&S 883 School Law
A&S 894 Internship in Educational Leadership
A&S 899 Superintendent Internship

Liberal Studies in Education (LSE)

LSE 460 International Studies in Education

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 435 Reading Programs: Curriculum, Collaboration, and Administration
- LSI 437 Leadership and Professional Development in Reading & Learning
- LSI 438 Reading Comprehension for Struggling Readers: Literature-Based and Content Area Instruction
- LSI 442 Survey and Characteristics of the Exceptional Learner
- LSI 446 Psychology and Education of the Exceptional Child
- LSI 456 Advanced Issues and Strategies on Special Education
- LSI 457 Seminar and Research in Special Education
- LSI 458 Teaching Students with High Incidence Disabilities I
- LSI 461 Collaborative Practice and Special Education
- LSI 462 Instructional Strategies for Students With Disabilities I: Accessing General Education Curriculum
- LSI 465 Induction Into the Field of Education
- 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 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 552 Practicum Experience with High Incidence Disabilities
- LSI 553 Practicum Experience with Low Incidence Disabilities
- LSI 585 Student Teaching and Seminar in Special Education-Elementary Education
- LSI 600 Registered Student in Good Standing (non-credit)
- LSI 606 Review of Literature (non-credit)
- LSI 607 Integrative Paper (non-credit)
- LSI 608 Capstone in Literacy and Special Instruction (non-credit)
- LSI 625 Candidacy Culminating Project (Student in Good Standing) (non-credit)

Middle School Mathematics Education

MMT 400 Experimentation, Conjecture, and Reasoning with Numbers

Γ 401 Foundations of Mathematical Thinking and Learning in the Middle School
Γ 405 Geometry
Γ 410 The Development of Middle School Mathematics Learners
Γ 415 Algebra for Middle School Teachers I
Γ 416 Algebra for Middle School Teachers II
Γ 417 Functions and Modeling
Γ 420 Teaching, Learning, and Assessment of Middle School Mathematics
Γ 425 Data Analysis and Probability
Γ 430 Applied Project in Mathematics Education
Γ 435 Ideas of Calculus in the Middle School Curriculum
Γ 440 History and Cultural Foundations of Mathematics

School of Education - Graduate Studies ▫ Course Listing by Category (Index of Graduate Courses) ▫ Physical Education

Physical Education

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
PE 455 Internship in Physical Education
PE 457 Advanced Coaching Theories and Techniques

School of Education - Graduate Studies ▫ Course Listing by Category (Index of Graduate Courses) ▫ Social and Cultural Foundations

Social and Cultural Foundations

SCG 025 Basic Technology Literacy
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 527 Global Perspectives in Education
SCG 588 Independent Study in Social and Cultural Foundations in Education
SCG 600 Student in Good Standing (non-credit)
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 614 Critical Media Literacy
SCG 615 Theorizing in Education, Technology and Society
SCG 625 Candidacy Culminating Project (Student in Good Standing) (non-credit)
SCG 635 Advanced Qualitative Research Methodologies
SCG 636 Thesis Research
SCG 637 Capstone: Social and Cultural Foundations in Education (non-credit)
SCG 701 Ethics and Education

SCG 711 Culture, Power and Education
SCG 721 Human Development and the Educational Process
SCG 735 Quantitative Research Methods I
SCG 745 Qualitative Research Methods I
SCG 751 Curriculum for Human And Community Development
SCG 755 Quantitative Research Methods II
SCG 765 Qualitative Research Methods II
SCG 775 Frameworks of Inquiry in Educational Research I
SCG 785 Frameworks of Inquiry in Educational Research II
SCG 895 Advanced Doctoral Research Seminar

School of Education - Graduate Studies ▢ Course Listing by Category (Index of Graduate Courses) ▢ Teaching And Learning

Teaching And Learning

T&L 400 Clinical Experiences with Infants and Toddlers (1 hour)
T&L 401 Clinical Experience in Early Language and Literacy Development (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 409 Professional Practice in Elementary Schools
T&L 410 Childrens Literature & Family Literacy
T&L 411 Assessment in Early Childhood Special Education
T&L 412 Emerging Reading and Language Arts
T&L 413 Reading/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 417 Curriculum in Language Communications
T&L 418 Learning Through the Arts
T&L 419 Curriculum and Strategies: Social Studies
T&L 420 Math and Science in Early Childhood
T&L 421 Child and Family in the Multicultural Community
T&L 422 Classroom Assessment
T&L 423 Understanding Young Childrens Behavior
T&L 424 Introduction to Secondary Education
T&L 425 Professional Practice in Secondary Education
T&L 426 Teaching Writing
T&L 427 Young Exceptional Child
T&L 428 Teaching Literature
T&L 429 Teaching Young Adult Literature
T&L 430 Teaching Literacy K-12
T&L 431 Early Language and Literacy Development
T&L 432 Early Childhood Curriculum Strategies and Philosophy (Birth-8)
T&L 433 Early Childhood Special Education Strategies
T&L 436 Teaching and Learning Secondary School Mathematics
T&L 439 Methods of Secondary Science Education
T&L 440 Early Childhood Education Cross-Cultural Studies
T&L 441 Early Childhood Methods and Materials for English Language Learners
T&L 442 Early Literacy Development and Second Language Acquisition
T&L 443 Assessing Young Bilingual/ESL Learners
T&L 444 Early Childhood Bilingual/ESL Practicum
T&L 449 Teaching Modern Languages
T&L 450 Methods of Teaching World Languages in the Elementary School
T&L 453 Teaching History and Social Science in Secondary Schools
T&L 455 Readings in American History
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 565 Independent Studio Topics
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 592 Student Teaching in World Languages (6 hours)
T&L 593 World Languages 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 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
T&L 625 Candidacy Culminating Project (Student in Good Standing) (non-credit)