



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▸ General Information

Catalog Version

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UNDERGRADUATE UPDATE: MAY 15, 2012

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College of Education - Undergraduate Studies > General Information > General Information

General Information

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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 College of Education manifests these principles in its purpose, and through its programs.

As an urban institution, the College 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 College of Education prepares all of its students to be "Urban Professional Multicultural Educators" who:

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



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College of Education - Undergraduate Studies ▸ General Information ▸ Administration

Administration

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Office of Advising

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Department of Teacher Education - Lincoln Park

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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 Partnership 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 Department of Teacher Education at the Lincoln Park Campus offers the following undergraduate programs:

- Bachelor of Science in Early Childhood Education
- Bachelor of Science in Elementary Education
- Bachelor of Science in Physical Education
- Bachelor of Arts in Secondary Education: English, History, Mathematics, Social Science, and Visual Arts
- Bachelor of Arts in World Language Education: Chinese, French, German, Italian, Japanese, and Spanish
- Bachelor of Science in Secondary Education: Biology, Chemistry, Environmental Science, Mathematics, and Physics



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[College of Education - Undergraduate Studies](#) ▸ [General Information](#) ▸ [College of Education Departments](#) ▸ [School of Music](#)

School of Music

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The School of Music, in collaboration with the College of Education, offers the following programs:

- Bachelor of Music



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[Admission to the University](#)

Admission to the University

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

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[Admission to the College of Education/Professional Education Unit](#)

Admission to the College of Education/Professional Education Unit

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Students who have been admitted to the University may declare an education major and are admitted as pre-education students. Those who meet additional requirements are eligible to apply for full admission to one of the Teacher Education programs. A separate application process is required. Additional requirements include:

- Have a 2.5 grade point average in 28-32 credit hours of college work
- Pass the Illinois Basic Skills Test
- Pass the COE basic computer competency assessment (EDU 025 registration required)

There is no time limit to meet the criteria for full admission to one of the teacher preparation programs; however, students may take only a limited number of pre-education classes until they have done so. Students may continue to take Liberal Studies courses. These criteria apply to all new College of Education undergraduate students whether they begin as first year, transfer, re-admitted or inter-college transfer students. Music Education majors should consult the School of Music for requirements.

Students who already hold a Bachelor's Degree from an accredited institution and wish to meet teacher certification requirements should contact the College of Education at (773) 325-4409 to inquire about options at the graduate level.



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Academic Advisors

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The College of Education provides academic advisors who are responsible for the initial advising of all new undergraduate students. New students should meet with an advisor to plan their academic program, since requirements for certification are complex. It is the responsibility of the academic advisor to assist students with the planning and selection of courses in order to ensure academic progress toward graduation and certification in a timely fashion. It is the responsibility of all students to familiarize themselves with all program requirements, keep track of their progress, and meet application deadlines. Advisors serve as a referral to other student affairs offices within the university. For student's rights and responsibilities concerning advising, visit the Undergraduate Student Handbook. To schedule an appointment with an advisor, call (773) 325-4409.



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College of Education - Undergraduate Studies ▸ General Information ▸ Office of Student Teaching and Field Experiences

Office of Student Teaching and Field Experiences

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Director of Student Teaching

WILLIAM WILSON
Assistant Director of Field Experiences

BRIGID HINTERBERGER
Placement Specialist

LOIS WALSH
Placement Specialist

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Academic Success Center

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Nora Murphy
Coordinator/Director

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College of Education - Undergraduate Studies ▸ General Information ▸ Admission

Admission

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Candidates interested in admission to the College of Education should direct all inquires to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu, or (312) 362-8300.

For general information on the types of admission, see [University Information](#), [Admission](#).

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College of Education - Undergraduate Studies ▸ Academic Majors

Academic Majors

-
- [Early Childhood Education](#)
- [Elementary Education](#)
- [Physical Education - Teaching Concentration](#)
- [Physical Education - Sport & Fitness Management Concentration](#)
- [Secondary Education - Biology](#)
- [Secondary Education - Chemistry](#)
- [Secondary Education - English](#)
- [Secondary Education - Environmental Science](#)
- [Secondary Education - History](#)
- [Secondary Education - Mathematics](#)
- [Secondary Education - Physics](#)
- [Secondary Education - Social Science](#)
- [Secondary Education - Visual Arts](#)
- [World Language - Chinese](#)
- [World Language - French](#)
- [World Language - German](#)
- [World Language - Italian](#)
- [World Language - Japanese](#)
- [World Language - Spanish](#)



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College of Education - Undergraduate Studies » Program Requirements

College of Education General Program Requirements

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LIBERAL STUDIES PROGRAM REQUIREMENTS

The student's course of study in the Liberal Studies Program is part of the undergraduate program devoted exclusively to liberal education. Students must take a set of Liberal Studies Core courses as well as courses in six Liberal Studies Domains. The program seeks to balance and, when necessary, augment the student's course of study in the major field. All students in the College of Education are required to complete 76-80 quarter hours of liberal studies course work. Except for LSE 380, education students may not take education courses to fulfill liberal studies requirements. For more information concerning the purpose and curriculum of the Liberal Studies Program consult the Liberal Studies section of the course catalog. Only designated courses may be taken for Liberal Studies credit. Log on to Campus Connection and use the Liberal Studies drop-down box when selecting courses for the Learning Domains. The student should be certain to consult an advisor if there are any questions about how to select courses in the Learning Domains. Academic advisement is an integral part of the Liberal Studies Program and necessary to the integration of the program with the requirements of the student's major field. The number and distribution of the required Liberal Studies course work is incorporated below under Professional Education Program Requirements.

Modern Language Option Within the Liberal Studies Program

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

COMPETENCE IN MODERN LANGUAGE REQUIREMENT

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

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College of Education - Undergraduate Studies » Program Requirements » Professional Education Program Requirements

Professional Education Program Requirements

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Each student must complete the Modern Language Requirement (BA degrees only), the Liberal Studies requirements, the General Education requirements and the requirements of one of the programs in the specific areas listed below. All education courses and content area courses require a grade of C or better.

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College of Education - Undergraduate Studies ▶ Program Requirements ▶ Early Childhood Education (ECE)

Program Requirements

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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 centers around our commitment to excellence in teaching for 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 Partnership Schools and other child care, 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 445 hours of daytime field experiences in schools and child care centers (145 hours in early childhood and 300 hours in bilingual/ESL education). These field-based clinical hours are completed in conjunction with curriculum and strategy courses that require students to participate in teaching activities with children ranging in age from birth through age eight. In addition, the student must successfully complete two six-week periods of full-time student teaching, as part of their culminating early childhood education experience.

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 Bachelor of Arts or Bachelor of Science degree. Graduates 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 and are entitled to apply for the ESL/Bilingual Approval. All of these elements are built into the required curriculum.

Please consult both Liberal Studies Requirements and Program in Early Childhood links for full degree requirements.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of

Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Science (B.S.): 192 quarter hours

Campus Locations

- Lincoln Park

Certification

- Illinois State Type 04 Early Childhood Education; approval ECE Special

Education for preschool; ESL/Bilingual Endorsement

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing. Early Childhood Content Area Test (test #107) – assesses knowledge of the content of what is taught at the early childhood level including 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 #101, birth-grade 3) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.
- If applying for the Bilingual Endorsement, candidates must pass the required exams for this endorsement.

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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include experiences with children ranging in age from birth through age 8 or third grade, multicultural experiences, and a minimum of 10 hours in special education

settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit

<http://education.depaul.edu/currentstudents/fieldexperiences/index.asp>.

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

Pre-Education Courses

Theory & Practice Introductory Core: 18 quarter hours required, grade of C or better required

ECE 290 Child Growth & Development (must be taken with ECE 091)

ECE 091 Clinical Experience with Infants (1 hour)

ECE 286 Art, Music and Movement in ECE

ECE 302 Child & Family in Urban Environment (must be taken with ECE 092)

ECE 092 Clinical Experience with Families (1 hour)

ECE 303 History & Philosophy of ECE

Health and Nutrition: 4 quarter hours required, grade of C or better required

ECE 298 Child Health Safety and Nutrition

Pre-Education Core: 12 quarter hours required, grade of C or better required

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

SCU 207 Social and Historical Issues in Education

EE 347 Children's Literature

ECE 309 Preschool Exceptional Childhood Growth & Development

Bilingual/ESL Concentration Courses: 28 quarter hours required, grade of C or better required

ECE 313 Cross Cultural Studies in Early Childhood Education

ECE 314 Methods & Materials for English Language Learners in Early Childhood Education

ECE 325 Second Language Acquisition and Early Literacy Development

ECE 377 Assessment of Young Bilingual/ESL students

ECE 383 Linguistic Practicum In Early Childhood Education (300 clock hours)

BBE 305 Theoretical Foundations in Bilingual Early Childhood Development

BBE 306 Foundations of English as Second Language Instruction in Early Childhood Education

Advanced Standing Courses: 34 quarter hours required, grade of C or better required

SCU 336 Adolescent & Adult Growth & Development

ECE 306 Understanding Young Children's Behavior

ECE 307 Speech & Language Development of the Young Child

ECE 310 Teaching Strategies for Pre-School Children (must be taken with ECE 093)

ECE 093 Clinical Experience with Preschoolers (1 hour)

ECE 311 Curriculum & Instruction in Primary Grades (must be taken with ECE 094)

ECE 094 Clinical Experience with Primary Grades (1 hour)

ECE 331 Beginning Math & Science Instruction

ECE 375 Early Childhood Assessment

EE 324 Beginning Reading Instruction

Open Electives: 4 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Early Childhood candidates are eligible for the ESL/Bilingual Endorsement and approval for teaching in Special Education Programs serving young children from age 3 to 6.

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

To qualify for an endorsement at the primary school level, you need 18 semester hours (27 quarter hours) in a teachable subject area. There are limited subject areas available for endorsements at the primary level. Consult the ISBE website or talk to your academic advisor for more information.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching 12 quarter hours required, grade of B- or better 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. All students also take ECE 384, Capstone Experience, in the December quarter of their senior year (prior to student teaching). Early Childhood students complete 6 weeks in a preschool classroom and 6 weeks in a primary classroom.

ECE 385 Early Childhood Student Teaching (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>.

Certification

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

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 also consult the DePaul [Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and Teacher Education program handbook for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.


2012-2013 FULL-TIME UNDERGRADUATE CATALOG


College of Education - Undergraduate Studies ▶ Program Requirements ▶ Early Childhood Education (ECE) ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below.)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	ECE 384* (Note: This must be taken December Quarter before student teaching.)
Learning Domains	
Arts and Literature (AL)	2 Courses Required
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO - 1 CHE/ENV/GEO/PHY - 1 Additional Course (Note: One course must be a lab)
Self, Society and the Modern World (SSMW)	3 Courses Required: - PSC 120 - 2 Additional Courses
Religious Dimensions (RD)	1 Course Required
Understanding the Past (UP)	2 Courses Required (Note: One must be in US History.)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120.

The LSP 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Elementary Education (EE)

Program Requirements

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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 Partnership 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 155-170 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

The program in elementary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary schools. Students follow an intentionally designed sequence of courses such that content and experiences build on one another. Students should meet early and regularly with their advisor to design and monitor their program of study. The program combines theoretical principles of education and field work with the student's choice of major.

Graduates earn the Bachelor of Science 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.

Please consult both Liberal Studies Requirements and Program in Elementary Education links for full degree requirements.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students.

Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Science (B.S.): 192 quarter hours

Campus Locations

- Lincoln Park

Certification

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

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - 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 including language arts and literacy, mathematics, science, social science, the arts, health, and physical education. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #102, grades K-9) – 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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

For details on requirements, expectations, documentation, & courses in your program that require hours, visit

<http://education.depaul.edu/currentstudents/fieldexperiences/index.asp>.

Pre-Education Core: 16 quarter hours required, grade of C or better required

Required:

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

SCU 207 Social and Historical Issues in Education

EE 281 Introduction to Educational Practice

EE 347 Children's Literature

Choose one of the following:

PE 206 Personal and Community Health

PE 273 Health and Nutrition

Mathematics for Elementary Teachers: 8 quarter hours required, grade of C or better required

MAT 110 Mathematics for Elementary School Teachers I

MAT 111 Mathematics for Elementary School Teachers II

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

A concentration is a single area of study in liberal arts (cannot include coursework in Education).

100, 200, 300 level Concentration Course 1

100, 200, 300 level Concentration Course 1

100, 200, 300 level Concentration Course 1

200-300 level Concentration Course 1

200-300 level Concentration Course 2

200-300 level Concentration Course 3

200-300 level Concentration Course 4

Possible concentrations areas include: Anthropology, Arabic, Art, Biology, Catholic Studies, Chemistry, Chinese, Communications, Economics, English, Environmental Science, French, Geography, General Science, German, History, Italian, Japanese, Language Arts, Math*, Philosophy, Physical Science, Physics, Political Science, Psychology, Religious Studies, Social Studies, Sociology or Spanish.

* Students pursuing a Math concentration are required to take:

MAT 150 Calculus I (prereq is MAT 130 or placement test)

MAT 151 Calculus I (prereq is MAT 150)

MAT 152 Calculus II (prereq is MAT 151)

MAT 215 Math reasoning (prereq is MAT 152)

Choose 3 of the following:

MAT 301, MAT 303, MAT 320, MAT 348, CSC 311, CSC 361

Students will also take MAT 110 and MAT 111 as part of the elementary major.

Advanced Standing Education Courses: 44 quarter hours required, grade of C or better required

Choose one of the following:

SCU 336 Adolescent and Adult Growth and Development

SCU 337 Human Growth and Development

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Required:

EE 317 Classroom Management in the Elementary School

EE 324 Beginning Reading Instruction

EE 326 Reading/Language Arts in Intermediate & Middle Grades

EE 333 Teaching & Learning Elementary Math

EE 334 Teaching & Learning Elementary Science

- EE 344** Methods: Art & Music
- EE 355** Methods: Contemporary Teaching of Social Studies
- EE 356** Elementary Assessment
- LSI 346** Strategies for Mainstreaming and Inclusion

Open Electives: 4 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Elementary Education students can qualify for endorsements at either the primary level (limited areas available) or middle school level. A middle school endorsement in a specific subject area is required to teach in a school that has departmentalized middle level grades.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 SCU 339. 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.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter

of student teaching.

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take EE 384, Capstone Experience, with student teaching.

EE 385 Elementary Student Teaching (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and *Teacher Education program handbook* for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Elementary Education (EE) ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of of required field experience hours.
Senior Year	
Capstone	EE 384* Note: This must be taken with student teaching.
Learning Domains	
Arts and Literature (AL)	2 Courses Required
Philosophical Inquiry (PI)	2 Courses Required - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO - 1 CHE/ENV/GEO/PHY - 1 Additional Course (Note: One course must be a lab)
Self, Society and the Modern World (SSMW)	3 Courses Required - PSC 120 - 2 Additional Courses
Religious Dimensions (RD)	1 Course Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who

complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



[College of Education - Undergraduate Studies](#) ▸ [Program Requirements](#) ▸ [Physical Education \(PE\)](#)

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This Bachelor of Science in Physical Education degree allows students to choose between two concentrations, Teaching or Sports & Fitness Management. Both programs require 194 quarter hours for the BSPE degree. A grade of C or better is required in all physical education, education and biology courses.

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2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies » Program Requirements » Physical Education (PE) » Teaching Concentration

About Teaching Concentration

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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 Partnership 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.

This Bachelor of Science in Physical Education degree allows students to choose between two concentrations, Teaching or Sports & Fitness Management.

Teaching Concentration

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 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 a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 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 Bachelor of Science degree and are qualified for K-12 school certification.

Please consult both Liberal Studies Requirements and Program in Physical Education links for full degree requirements.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students.

Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Science (B.S.): 194 quarter hours

Campus Locations

- Lincoln Park

Certification

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

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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. Physical Education majors must complete the following tests:

- Basic Skills (test #096) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- Physical Education Content Area Test (test #144) – assesses knowledge of health-related physical fitness, movement and skill acquisition, the role of physical education in promoting development, and the physical education program in schools. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #104, grade K-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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval

for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

For details on requirements, expectations, documentation, & courses in your program that require hours, visit

<http://education.depaul.edu/currentstudents/fieldexperiences/index.asp>

Content Area Courses

Biology Foundations: 8 quarter hours required

BIO 201 Mammalian Anatomy

BIO 202 Mammalian Physiology

Pre-Education Core: 26 quarter hours required, grade of C or better required

Required:

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

SCU 207 Social and Historical Issues in Education

PE 111 Motor Development Throughout the Life Span

PE 206 Personal and Community Health

PE 302 First Aid (2 quarter hours)

PE 303 Athletic Injuries

PE 341 Historical & Philosophical Foundations in PE

Choose one of the following:

SCU 336 Adolescent and Adult Growth and Development

SCU 337 Human Growth and Development

Pre-Education Activity Core: 6 quarter hours required, grade of C or better required

PE 121 Swimming (2 quarter hours)

PE 151 Gymnastics (2 quarter hours)

PE 213 Folk & Social Dance (2 quarter hours)

Pre-Education Activity Electives: 10 quarter hours required, grade of C or better required

Choose five of the following:

PE 181 Flag Football (2 quarter hours)

PE 182 Volleyball (2 quarter hours)

PE 183 Soccer (2 quarter hours)

PE 185 Softball (2 quarter hours)

PE 186 Track & Field (2 quarter hours)

PE 187 Basketball (2 quarter hours)

PE 276 Tennis (2 quarter hours)

PE 277 Golf (2 quarter hours)

Advanced Standing Education Courses: 36 quarter hours required, grade of C or better required

SEC 325 Literacy in the Content Area

PE 317 Methods: PE in Elementary Education

PE 346 Management of Sports & PE

PE 351 Kinesiology

PE 352 Physiology of Exercise

PE 360 Education Psychology & Measurement of Learning

PE 372 Methods: PE in Secondary Schools

PE 374 Adapted Physical Education

PE 390 Psycho-social aspects of Sport & Physical Activity

Open Electives: 16 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with K-12 Type 10 Certificates can qualify for endorsements at the primary level (limited areas), middle school level and high school level.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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 are required.

**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 are required.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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
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. All students also take PE 384, Capstone Experience, during the spring of the senior year.

PE 378 PE Student Teaching in Elementary Education (6 quarter hours)

PE 379 PE Student Teaching in Secondary Education (6 quarter hours)

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

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.

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

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. 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 College of Education website at: <http://education.depaul.edu/>.

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Physical Education (PE) ▶ Teaching Concentration ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours
Senior Year	
Capstone	PE 384* (Note: This must be taken in Spring Quarter before student teaching or internship)
Learning Domains	
Arts and Literature (AL)	3 Courses Required
Philosophical Inquiry (PI)	2 Courses Required - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	2 Courses Required: - 1 CHE/ENV/GEO/PHY - 1 Additional Course
Self, Society and the Modern World (SSM W)	2 Courses Required - PSC 120 - 1 Additional Course
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course.

Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▸ Program Requirements ▸ Physical Education (PE) ▸ Teaching Concentration ▸ Allied Fields

Allied Fields

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Biology Foundations: 8 quarter hours required

- BIO 201 Mammalian Anatomy
- BIO 202 Mammalian Physiology

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2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Physical Education (PE) ▶ Sport and Fitness Management Concentration

About Sport and Fitness Management Concentration: Business or Exercise Science focus

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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 Partnership 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.

This Bachelor of Science in Physical Education degree allows students to choose between two concentrations, Teaching or Sport and Fitness Management. However, within the Sport and Fitness Management Concentration, students can choose to focus in the business area and take Commerce courses or focus in the exercise science area and take additional science-related courses.

Sports and Fitness Management Concentration

This concentration prepares individuals to enter careers in a broad array of settings related to kinesiology or to continue on for an advanced degree in a related health or kinesiology area. Some settings that graduates are prepared to work in include hospitals, fitness facilities, corporate fitness, recreation, independent personal training and therapeutic exercise programs, and managing or developing fitness programs in small business, large corporate, or recreational settings .

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100 hours of daytime field experiences in various kinesiology-related settings. These kinesiology-related clinical hours are completed in conjunction with program courses. In addition, the student must spend a minimum of 10 weeks completing an internship related to the major.

Please consult both Liberal Studies Requirements and Program in Physical Education links for full degree requirements

Dispositions

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

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate

strategies, and modifying future practices

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Science (B.S.): 194 quarter hours

Campus Locations

- Lincoln Park

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Content Area Courses

Biology Foundations: 8 quarter hours required

BIO 201 Mammalian Anatomy

BIO 202 Mammalian Physiology

For a focus in Business within the Sport and Fitness management concentration, students take:

Commerce Foundations: 12 quarter hours required

ACC 101 Introduction to Accounting I

MGT 300 Managerial Concepts and Practices I

MKT 301 Principles of Marketing

For a focus in Exercise Science in the Sport and Fitness Management concentration, students take:

Science Related Courses: 12 quarter hours required

PE 394 Sport and Exercise Nutrition

PHY 150 General Physics

HLTH 202 Health Research Literacy

Physical Education Core: 22 quarter hours required, grade of C or better required

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

PE 111 Motor Development Throughout the Life Span

PE 206 Personal and Community Health

PE 273 Health and Nutrition

PE 302 First Aid (2 quarter hours)

PE 303 Athletic Injuries

PE 341 Historical & Philosophical Foundations in PE

Physical Education Activity Core: 8 quarter hours required, grade of C or better required

PE 066 Beginning Weight Training (2 quarter hours)

PE 071 Fitness and Conditioning (2 quarter hours)

PE 121 Swimming (2 quarter hours)

PE 060 Aerobics (2 quarter hours)

Physical Education Team & Individual Sports: 8 quarter hours required, grade of C or better required *Choose four of the following:*

PE 181 Flag Football (2 quarter hours)

PE 182 Volleyball (2 quarter hours)

PE 183 Soccer (2 quarter hours)

PE 185 Softball (2 quarter hours)

- PE 186** Track & Field (2 quarter hours)
- PE 187** Basketball (2 quarter hours)
- PE 277** Golf (2 quarter hours)

Advanced Standing Education Courses: 32 quarter hours required, grade of C or better required

- PE 346** Management of Sports & PE
- PE 351** Kinesiology
- PE 352** Physiology of Exercise
- PE 360** Education Psychology & Measurement of Learning
- PE 362** Fitness Testing, Assessment, & Prescription
- PE 374** Adapted Physical Education
- PE 390** Psycho-social aspects of Sport & Physical Activity

Choose one of the following:

- SCU 336** Adolescent and Adult Growth and Development
- SCU 337** Human Growth and Development

Open Electives: 12 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Internship Requirements

Consult with Physical Education faculty members for procedures for the internship. The internship experience is done at the very end of the program and requires all coursework for the major and liberal studies to be completed.

Internship: 12 quarter hours required, grade of B- or better required

Registration in student teaching requires completion of all requirements and procedures above. All students also take PE 384, Capstone Experience, with student teaching.

- PE 380** Internship in Fitness (12 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.

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

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. 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 College of Education website at: <http://education.depaul.edu/>.

Please also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Physical Education (PE) ▶ Sport and Fitness Management Concentration ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours
Senior Year	
Capstone	PE 384* (Note: This must be taken in Spring Quarter before student teaching or internship)
Learning Domains	
Arts and Literature (AL)	3 Courses Required
Philosophical Inquiry (PI)	2 Courses Required - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	2 Courses Required: - 1 CHE/ENV/GEO/PHY - 1 Additional Course
Self, Society and the Modern World (SSM W)	2 Courses Required - PSC 120 - 1 Additional Course
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course.

Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies » Program Requirements » Physical Education (PE) » Sport and Fitness Management Concentration » Allied Fields

Allied Fields

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Biology Foundations: 8 quarter hours required

- BIO 201 Mammalian Anatomy
- BIO 202 Mammalian Physiology

Commerce Foundations: 12 quarter hours required

- ACC 101 Introduction to Accounting I
- MGT 300 Managerial Concepts and Practices I
- MKT 301 Principles of Marketing



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▸ Program Requirements ▸ Programs in Secondary Education (SEC)

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Programs in Secondary Education leading to the **Bachelor of Arts** degree and certification in grades 9-12 include English, History, Mathematics, Social Science and Visual Arts. Programs in Secondary Education leading to a **Bachelor of Science** degree and certification in grades 9-12 include Biology, Chemistry, Environmental Science, Mathematics, and Physics. Programs require 192-208 quarter hours for BA or BS degree depending on content area. A grade of C or better is required in all Education and content-area courses.

Note: Certification can be extended to Middle School grade levels (6-8) by taking SCU 339 and meeting appropriate requirements as guided by Illinois State Board of Education guidelines.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Biology

Program Requirements: Biology

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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 Partnership 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 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary 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 Bachelor of Arts or Bachelor of Science degree, depending on the major, 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.

Please consult both Liberal Studies Requirements and Program in Secondary Education Biology links for full degree requirements.

Dispositions

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

result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Science (B.S.): 208 quarter hours

Campus Locations

- Lincoln Park

Certification

- Illinois State Type 09 Secondary Education Science-Biology (grades 9-12 or grades 6-12)

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 courses in pre-education until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - 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 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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval

for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit <http://education.depaul.edu/currentstudents/fieldexperiences/index.asp>.

Content Area Courses

Biology Core: 28 quarter hours required, grade of C or better required

Required:

BIO 191 General Biology I

BIO 192 General Biology II

BIO 193 General Biology III

BIO 215 Ecology

BIO 250 Cell Biology

BIO 260 Genetics

Choose one of the following:

BIO 309 Plant Physiology

BIO 310 Vertebrate Physiology

Biology Electives: 20 quarter hours required, grade of C or better required

Biology electives cannot include courses designated as scientific inquiry. A minimum of 2 lab courses are required.

BIO elective course

BIO elective course

BIO elective course

BIO elective course with lab

BIO elective course with lab

* Courses with numbers between 100 and 149 are non-lab courses

*Courses with numbers between 150 and 190 are lab courses

Mathematics Core: 8 quarter hours required, grade of C or better required

Choose one of the following:

MAT 130 College Algebra and Precalculus

MAT 147 Calculus with Integrated Precalculus I

MAT 150 Calculus I

MAT 160 Calculus for Mathematics and Science Majors I

MAT 170 Promath Calculus for Mathematics and Science Majors I

Choose one of the following:

MAT 131 Trigonometry and Precalculus

MAT 148 Calculus with Integrated Precalculus II

MAT 151 Calculus II

MAT 161 Calculus for Mathematics and Science Majors II

MAT 171 Promath for Mathematics and Science Majors II

General Chemistry Core: 12 quarter hours required, grade of C or better required

CHE 130 General Chemistry I (3 qh) and **CHE 131** General Chemistry I Lab (1 qh)

CHE 132 General Chemistry II (3 qh) and **CHE 133** General Chemistry II Lab (1 qh)

CHE 134 General Chemistry III (3 qh) and **CHE 135** General Chemistry III Lab (1 qh)

Organic Chemistry or Physics Series Core: 12 quarter hours required, grade of C- or better required

Choose one of the following:

CHE 230 Organic Chemistry I (3 qh) and **CHE 231** Organic Chemistry I Lab (1 qh)

PHY 150 General Physics I

Choose one of the following:

CHE 232 Organic Chemistry II (3 qh) and **CHE 233** Organic Chemistry II Lab (1 qh)

PHY 151 General Physics II

Choose one of the following:

CHE 234 Organic Chemistry III (3 qh) and **CHE 235** Organic Chemistry III Lab (1 qh)

qh)

PHY 152 General Physics III

Pre-Education Introductory Courses: 20 quarter hours required, grade of C or better required

Required:

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

SCU 207 Social and Historical Issues in Education

SEC 363 Orientation to Secondary Teaching as a Profession (6 qh)

SEC 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

SCU 336 Adolescent and Adult Growth and Development

SCU 337 Human Growth and Development

Advanced Standing Education Courses: 16 quarter hours required, grade of C or better required

Required:

LSI 346 Strategies for Mainstreaming and Inclusion

SEC 325 Literacy in the Content Areas

SEC 339 Teaching Science in the Secondary Schools

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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
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. All students also take SEC 384, Capstone Experience, with student teaching.

SEC 390 Secondary Student Teaching (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and *Teacher Education program handbook* for additional policy requirements. As an undergraduate student you

assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

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2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Biology ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours
Senior Year	
Capstone	SEC 384* (Note: This must be taken with student teaching)
Learning Domains	
Arts and Literature (AL)	3 Courses Required
Philosophical Inquiry (PI)	2 Courses Required - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	1 Course Required (Note: Cannot be in biology)
Self, Society and the Modern World (SSMW)	3 Courses Required - PSC 120 - 2 Additional Courses
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who

complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Chemistry

Program Requirements: Chemistry

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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 Partnership 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 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching;
2. Multiculturalism is infused throughout the curriculum;
3. Field experiences are an integral part of the curriculum;
4. Students are exposed to a variety of educational theories;
5. The program includes a research component as a basis for further professional development.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary 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 Bachelor of Arts or Bachelor of Science degree, depending on the major, 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.

Please consult both Liberal Studies Requirements and Program in Secondary Education Chemistry links for full degree requirements.

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education

policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Science (B.S.): 198 quarter hours

Campus Locations

- Lincoln Park

Certification

- Illinois State Type 09 Secondary Education Science-Chemistry (grades 9-12 or grades 6-12)

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 courses in pre-education until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - 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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit <http://education.depaul.edu/currentstudents/fieldexperiences/index.asp>.

Content Area Courses

Chemistry Core: 40 quarter hours required, grade of C or better required

CHE 130 General Chemistry I (3 qh) and **CHE 131** General Chemistry I Lab (1 qh)

CHE 132 General Chemistry II (3 qh) and **CHE 133** General Chemistry I Lab (1 qh)

CHE 134 General Chemistry III (3 qh) and **CHE 135** General Chemistry I Lab (1 qh)

CHE 230 Organic Chemistry I (3 qh) and **CHE 231** Organic Chemistry I Lab (1 qh)

CHE 232 Organic Chemistry II (3 qh) and **CHE 233** Organic Chemistry II Lab (1 qh)

CHE 202 Applied Probability and Statistics (2 qh)

CHE 204 Analytical Chemistry (3 qh) and **CHE 205** Analytical Chemistry Lab (1 qh)

CHE 302 Quantum Chemistry (3 qh) and **CHE 303** Experimental Physical

Chemistry I (1 qh)

CHE 304 Thermochemistry (3 qh) and **CHE 305** Experimental Physical Chemistry II

(1 qh)

CHE 340 Biochemistry I (3 qh) and **CHE 341** Experimental Biochemistry I (1 qh)

CHE 394 Seminar (2 qh)

Chemistry Electives : 8 quarter hours required, grade of C or better required

Choose two of the following:

CHE 234 Organic Chemistry III (3 qh) and **CHE 235** Organic Chemistry III Lab (1

qh)

CHE 306 Kinetics and Molecular Dynamics (3 qh) and **CHE 307** Experimental

Physical Chemistry III (1 qh)

CHE 264 Air Chemistry (3 qh) and **CHE 265** Air Chemistry Lab (1 qh)

CHE 268 Solid Waste Chemistry (3 qh) and **CHE 269** Solid Waste Chemistry Lab

(1 qh)

CHE 320 Intermediate Inorganic Chemistry (3 qh) and **CHE 321** Intermediate

Inorganic Chemistry Lab (1 qh)

CHE 318 Biophysical Chemistry

CHE 326 Intermediate Organic Chemistry (3 qh) and **CHE 327** Intermediate Organic

Chemistry Lab (1 qh)

CHE 342 Biochemistry II (3 qh) and **CHE 343** Experimental Biochemistry II (1 qh)

CHE 344 Biochemistry III (3 qh) and **CHE 345** Experimental Biochemistry III (1qh)

CHE 360 Medicinal Chemistry (4 qh)

CHE 362 Drugs and Toxicology (4 qh)

CHE 364 Nutrition (4 qh)

CHE 374 Advanced Quantum Chemistry (4 qh)

CHE 376 Computational Chemistry (3 qh) and **CHE 377** Computational Chemistry

Lab (1 qh)

CHE 378 Applied Spectroscopy

Mathematics Core: 8 quarter hours required, grade of C or better required

Choose one of the following:

MAT 147 Calculus with Integrated Precalculus I

MAT 150 Calculus I

MAT 160 Calculus for Mathematics and Science Majors I

MAT 170 Promath Calculus for Mathematics and Science Majors I

Choose one of the following:

MAT 148 Calculus with Integrated Precalculus II

MAT 151 Calculus II

MAT 161 Calculus for Mathematics and Science Majors II

MAT 171 Promath for Mathematics and Science Majors II

Physics Core: 12 quarter hours required

Choose one of the following:

PHY 150 General Physics I

PHY 170 University Physics I

Choose one of the following:

PHY 151 General Physics II

PHY 171 University Physics II

Choose one of the following:

PHY 152 General Physics III

PHY 172 University Physics III

Pre-Education Introductory Courses: 24 quarter hours required,
grade of C or better required

Required:

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

SCU 207 Social and Historical Issues in Education

SEC 363 Orientation to Secondary Teaching as a Profession (6 qh)

SEC 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

SCU 336 Adolescent and Adult Growth and Development

SCU 337 Human Growth and Development

Choose one of the following:

PE 206 Personal and Community Health

PE 273 Health and Nutrition

Advanced Standing Education Courses: 16 quarter hours required,
grade of C or better required

Required:

LSI 346 Strategies for Mainstreaming and Inclusion

SEC 325 Literacy in the Content Areas

SEC 339 Teaching Science in the Secondary Schools

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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
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. All students also take SEC 384, Capstone Experience, with student teaching.

SEC 390 Secondary Student Teaching (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and *Teacher Education program handbook* for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

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2012-2013 FULL-TIME UNDERGRADUATE CATALOG


College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Chemistry ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	Not required
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	SEC 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	3 Courses Required
Philosophical Inquiry (PI)	2 Courses Required - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	1 Course Required (Note: This must be in biology.)
Self, Society and the Modern World (SSMW)	3 Courses Required - PSC 120 - 2 Additional Courses
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain

requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.

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2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education English

Program Requirements: 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 Partnership 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 hours of daytime field experiences in schools.

These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Arts 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.

Please consult both Liberal Studies Requirements and Program in Secondary Education English links for full degree requirements.

Dispositions

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

program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Arts (B.A.): 192 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

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - 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 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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit

<http://education.depaul.edu/currentstudents/fieldexperiences/index.asp>

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

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

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

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

B.A. students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level.

Content Area Courses

English Core: 8 quarter hours required, grade of C or better required

ENG 220 Reading Poetry

ENG 221 Reading Prose

Language/Communications: 4 quarter hours required, grade of C or better required

ENG 211 English Studies: Language & Style

British Literature Core: 16 quarter hours required, grade of C or better required

Required:

ENG 328 Shakespeare

Choose three of the following:

ENG 310 English Literature to 1500

ENG 320 English Renaissance Literature

ENG 330 Restoration and 18th Century Literature

ENG 340 Nineteenth Century Literature

ENG 350 Modern British Literature

American Literature Core: 12 quarter hours required, grade of C or better required

Required:

ENG 361 Romanticism American Culture

Choose two of the following:

ENG 360	Early American Literature
ENG 362	Realism and Naturalism in American Literature
ENG 364	American Genre Studies
ENG 365	Modern American Fiction
ENG 366	Modern Poetry
ENG 369	Topics in American Literature
ENG 371	African American Literature
ENG 372	African American Poetry and Drama
ENG 373	Multi-Ethnic Literature of the US
ENG 374	American Indian Literature

Literature Elective: 8 quarter hours required, grade of C or better required

ENG 300-level British or American literature course 1

ENG 300-level British or American literature course 2

Pre-Education Introductory Courses: 24 quarter hours required, grade of C or better required

Required:

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

SCU 207 Social and Historical Issues in Education

SEC 363 Orientation to Secondary Teaching as a Profession (6 qh)

SEC 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

SCU 336 Adolescent and Adult Growth and Development

SCU 337 Human Growth and Development

Choose one of the following:

PE 206 Personal and Community Health

PE 273 Health and Nutrition

Advanced Standing Education Courses: 24 quarter hours required, grade of C or better required

Required:

LSI 346 Strategies for Mainstreaming and Inclusion

SEC 325 Literacy in the Content Areas

SEC 326 Teaching Writing

SEC 328 Teaching Literature

SEC 329 Teaching Young Adult Literature

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Open Electives: 4 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with Secondary Type 09 Certificates can qualify for endorsements at the middle school level and high school level.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take SEC 384, Capstone Experience, with student teaching.

SEC 390 Secondary Student Teaching (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>.

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education English ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours
Senior Year	
Capstone	SEC 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	1 Course Required (Note: This must not be in English.)
Philosophical Inquiry (PI)	2 Courses Required
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO - 1 CHE/ENV/GEO/PHY - 1 Additional Course (Note: One course must be a lab)
Self, Society and the Modern World (SSMW)	3 Courses Required - PSC 120 - 2 Additional Courses
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced

math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Environmental Science

Program Requirements: Environmental Science

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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 Partnership 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 hours of daytime field experiences in schools.

These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Science 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.

Please consult both Liberal Studies Requirements and Program in Secondary Education Environmental Science links for full degree requirements

Dispositions

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

program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Science (B.S.): 202 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

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - 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 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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit

<http://education.depaul.edu/currentstudents/fieldexperiences/index.asp>

Content Area Courses

Science Core: 36 quarter hours required, grade of C or better required

- BIO 191** General Biology I
- BIO 192** General Biology II
- BIO 193** General Biology III
- CHE 130** General Chemistry I (3 qh) and **CHE 131** General Chemistry I Lab (1 qh)
- CHE 132** General Chemistry II (3 qh) and **CHE 133** General Chemistry I Lab (1 qh)
- CHE 134** General Chemistry III (3 qh) and **CHE 135** General Chemistry I Lab (1 qh)
- PHY 150** General Physics I
- PHY 151** General Physics III
- PHY 152** General Physics III

Environmental Science Core: 26 quarter hours required, grade of C or better required

- BIO 215** Ecology
- ENV 216** Earth System Science
- ENV 217** Human Impacts on the Environment
- ENV 260** Environmental Data Analysis
- ENV 294** Environmental Science Seminar [2 qh]
- ENV 350** Environmental Impact Analysis
- INTC 326** Environmental Rhetoric and Politics

Environmental Science Electives: 8 quarter hours required, grade of C or better required

Choose two of the following, one must be a lab (indicates lab):*

- ENV 152** Ecological Economics
- ENV 204** Energy and the Environment
- ENV 230** Global Climate Change
- ENV 300** Plant Identification*
- ENV 310** Environmental Soil Science*
- ENV 316** Chemistry of Earth Systems*
- ENV 320** Conservation Biology*
- ENV 322** Ecosystem Ecology*
- ENV 340** Urban Ecology *
- ENV 345** Urban Agriculture
- ENV 355** Environmental Health

Pre-Education Introductory Courses: 24 quarter hours required, grade of C or better required

Required:

- EDU 025** Basic Technology (non-credit, non-tuition, PA grade required)
- SCU 207** Social and Historical Issues in Education
- SEC 363** Orientation to Secondary Teaching as a Profession (6 qh)
- SEC 364** Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

- SCU 336** Adolescent and Adult Growth and Development
- SCU 337** Human Growth and Development

Choose one of the following:

- PE 206** Personal and Community Health
- PE 273** Health and Nutrition

Advanced Standing Education Courses: 16 quarter hours required, grade of C or better required

Required:

LSI 346 Strategies for Mainstreaming and Inclusion

SEC 325 Literacy in the Content Areas

SEC 339 Teaching Science in the Secondary Schools

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with Secondary Type 09 Certificates can qualify for endorsements at the middle school level and high school level.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)

- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take SEC 384, Capstone Experience, with student teaching.

SEC 390 Secondary Student Teaching (12 hours)

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

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.

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

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

Application deadlines are as follows:

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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. 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 College of Education website at: <http://education.depaul.edu/>

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Environmental Science ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	SEC 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	3 Courses Required
Philosophical Inquiry (PI)	2 Courses Required - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	SDV 230
Self, Society and the Modern World (SSMW)	3 Courses Required - PSC 120 - 2 Additional Courses
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to

the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education History

Program Requirements: History

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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 Partnership 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 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Arts 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.

Please consult both Liberal Studies Requirements and Program in Secondary Education History links for full degree requirements.

Dispositions

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

program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Arts (B.A.): 192 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

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - 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 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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit

<http://education.depaul.edu/currentstudents/fieldexperiences/index.asp> .

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

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

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

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

B.A. students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level.

Content Area Courses

History Core: 16 quarter hours required, grade of C or better required

HST 181 US History to 1800

HST 182 US History 1800-1900

HST 111 World History I

HST 112 World History II

Historical Methods: 8 quarter hours required, grade of C or better required

HST 299 is a prerequisite for all 300 level history courses.

HST 298 Intro to Historical Sources and Methods

HST 299 Craft of History

Note: A minimum of 6 HST courses must be at the 300 level.

Advanced History Course: 16 quarter hours required, grade of C or better required

HST US History elective 1

HST US History elective 2

HST Non-US History

HST World History elective

History Elective Course: 16 quarter hours required, grade of C or better required

HST Elective 1

HST Elective 2

HST Elective 3

HST Elective 4

Open Electives: 4 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Pre-Education Introductory Courses: 24 quarter hours required, grade of C or better required

Required:

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

SCU 207 Social and Historical Issues in Education

SEC 363 Orientation to Secondary Teaching as a Profession (6 qh)

SEC 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

SCU 336 Adolescent and Adult Growth and Development

SCU 337 Human Growth and Development

Choose one of the following:

PE 206 Personal and Community Health

PE 273 Health and Nutrition

Advanced Standing Education Courses: 16 quarter hours required, grade of C or better required

Required:

LSI 346 Strategies for Mainstreaming and Inclusion

SEC 325 Literacy in the Content Areas

SEC 310 Teaching History and Social Sciences in Secondary Schools

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with Secondary Type 09 Certificates can qualify for endorsements at the middle school level and high school level.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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, 32 semester hours (48 quarter hours) OR the content area test is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take SEC 384, Capstone Experience, with student teaching.

SEC 390 Secondary Student Teaching (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu>.

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education History ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below.)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours
Senior Year	
Capstone	SEC 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	3 Courses Required
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO - 1 CHE/ENV/GEO/PHY - 1 Additional Course (Note: One course must be a lab)
Self, Society and the Modern World (SSMW)	2 Courses Required: - PSC 120 - 1 ECO course
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	1 Course Required (Note: This must be U.S. History)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120.

The LSP 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Mathematics

Program Requirements: Mathematics

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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 Partnership 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 hours of daytime field experiences in schools.

These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Arts or Bachelor of Science degree, depending on the courses taken, 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.

Please consult both Liberal Studies Requirements and Program in Secondary Education Mathematics links for full degree requirements.

Dispositions

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

result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Arts (B.A.): 192 quarter hours
- Bachelor of Science (B.S.): 196 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

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - 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 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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For

details on requirements, expectations, documentation, & courses in your program that require hours, visit <http://education.depaul.edu/currentstudents/fieldexperiences/index.asp> .

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

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

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

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

B.A. students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level.

Bachelor of Science Requirements

To qualify for the Bachelor of Science degree, complete 4 quarter hours in natural or computer science beyond the requirements for the Bachelor of Arts degree. Please consult your advisor for approval of appropriate natural and computer science courses.

Content Area Courses

Math Core: 28-32 quarter hours required, grade of C or better required
Math courses must be taken in sequence (i.e. 150 is followed by 151, 160 is followed by 161, etc.). Consult your advisor for a full list of sequences and prerequisites.

Choose one of the following:

MAT 150 Calculus I

MAT 160 Calculus for Mathematics and Science Majors I

Choose one of the following:

MAT 151 Calculus II

MAT 161 Calculus for Mathematics and Science Majors II

Choose one of the following:

MAT 152 Calculus III

MAT 162 Calculus for Mathematics and Science Majors III

Choose one of the following selections:

MAT 215 Introduction to Mathematical Reasoning

MAT 140 Discrete Math I and **MAT 141** Discrete Math II

Required:

MAT 260 Multivariable Calculus I

MAT 261 Multivariable Calculus II

MAT 262 Linear Algebra

Computer Science Language: 4 quarter hours required, grade of C or better required

IT 130 or any **CSC 200 level** course

Algebra and Geometry Core: 16 quarter hours required, grade of C or better required

Required:

MAT 310 Abstract Algebra I

Choose one of the following:

MAT 311 Abstract Algebra II

MAT 303 Theory of Numbers

Required:

MAT 320 Geometry I

Choose one of the following:

MAT 321 Geometry II

MAT 335 Real Analysis I

Probability and Statistics Core: 4 quarter hours required, grade of C or better required

Choose one of the following:

MAT 348 Applied Statistical Methods

MAT 351 Probability and Statistics I

History of Math Core: 4 quarter hours required, grade of C or better required

MAT 301 History Of Mathematics

Pre-Education Introductory Courses: 24 quarter hours required, grade of C or better required

Required:

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

SCU 207 Social and Historical Issues in Education

SEC 363 Orientation to Secondary Teaching as a Profession (6 qh)

SEC 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

SCU 336 Adolescent and Adult Growth and Development

SCU 337 Human Growth and Development

Choose one of the following:

PE 206 Personal and Community Health

PE 273 Health and Nutrition

Advanced Standing Education Courses: 16 quarter hours required, grade of C or better required

Required:

LSI 346 Strategies for Mainstreaming and Inclusion

SEC 325 Literacy in the Content Areas

SEC 309 Teaching and Learning Secondary Mathematics

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Open Electives: 8 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with Secondary Type 09 Certificates can qualify for endorsements at the middle school level and high school level.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)** , 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take SEC 384, Capstone Experience, with student teaching.

SEC 390 Secondary Student Teaching (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu>.

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Mathematics ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	Not Required
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	SEC 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	2 Courses Required
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO course - 1 CHE/ENV/GEO/PHY course - 1 Additional Course (Note: One course must be a lab.)
Self, Society and the Modern World (SSMW)	2 Courses Required: - PSC 120 - 1 Additional Course
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Physics

Program Requirements: Physics

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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 Partnership 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 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Science 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.

Please consult both Liberal Studies Requirements and Program in Secondary Education Physics links for full degree requirements.

Dispositions

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

program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Science (B.S.): 208 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

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - 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 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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit

<http://education.depaul.edu/currentstudents/fieldexperiences/index.asp> .

Content Area Courses

Physics Core: 28 quarter hours required, grade of C or better required

PHY 170	University Physics I
PHY 171	University Physics II
PHY 172	University Physics III
PHY 270	University Physics IV
PHY 300	Methods of Computational and Theoretical Physics I
PHY 301	Methods of Computational and Theoretical Physics II
PHY 310	Mechanics I

Physics Electives: 20 quarter hours required, grade of C or better required

Physics Electives should be chosen in consultation with the Physics faculty content advisor.

PHY elective course 1
PHY elective course 2
PHY elective course 3
PHY elective course 4
PHY elective course 5

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

MAT 160	Calculus for Mathematics and Science Majors I
MAT 161	Calculus for Mathematics and Science Majors II
MAT 162	Calculus for Mathematics and Science Majors III
MAT 260	Multivariable Calculus I
MAT 261	Multivariable Calculus II

Chemistry Core: 12 quarter hours required, grade of C or better required

CHE 130	General Chemistry I (3 qh) and	CHE 131	General Chemistry I Lab (1 qh)
CHE 132	General Chemistry II (3 qh) and	CHE 133	General Chemistry II Lab (1 qh)
CHE 134	General Chemistry III (3 qh) and	CHE 135	General Chemistry III Lab (1 qh)

Pre-Education Introductory Courses: 24 quarter hours required, grade of C or better required

Required:

EDU 025	Basic Technology (non-credit, non-tuition, PA grade required)
SCU 207	Social and Historical Issues in Education
SEC 363	Orientation to Secondary Teaching as a Profession (6 qh)
SEC 364	Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

SCU 336	Adolescent and Adult Growth and Development
SCU 337	Human Growth and Development

Choose one of the following:

PE 206	Personal and Community Health
PE 273	Health and Nutrition

Advanced Standing Education Courses: 16 quarter hours required, grade of C or better required

Required:

LSI 346	Strategies for Mainstreaming and Inclusion
SEC 325	Literacy in the Content Areas
SEC 339	Teaching Science in the Secondary Schools

Choose one of the following:

SCU 338	The Process and Evaluation of Learning
SCU 339	Philosophy & Psychology of Youth and Middle Level Education

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in

addition to your main certification area. Individuals with Secondary Type 09 Certificates can qualify for endorsements at the middle school level and high school level.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)** , 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take SEC 384, Capstone Experience, with student teaching.

SEC 390 Secondary Student Teaching (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Physics ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	Not Required
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	SEC 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	3 Courses Required
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	1 Course Required (Note: This must be a BIO course.)
Self, Society and the Modern World (SSMW)	3 Courses Required: - PSC 120 - 2 Additional Courses
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Note: Courses offered in the student's primary major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Social Science

Program Requirements: Social Science

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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 Partnership 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 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Arts 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.

Please consult both Liberal Studies Requirements and Program in Secondary Education Social Science links for full degree requirements.

Dispositions

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

program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Arts (B.A.): 192 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

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - 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 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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit

<http://education.depaul.edu/currentstudents/fieldexperiences/index.asp> .

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

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

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

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

B.A. students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level.

Content Area Courses

Note: HST 298 is a prerequisite for all 300 level history courses.

United States History Courses: 16 quarter hours required, grade of C or better required

- HST 181** US History to 1800
- HST 182** US History 1800-1900
- HST US** History elective 1
- HST US** History elective 2

World History Course: 16 quarter hours required, grade of C or better required

World history electives can be chosen from any non-US history area

- HST 111** World History I
- HST 112** World History II
- HST** World History elective 1
- HST** World History elective 2

Secondary Field: 24 quarter hours required, grade of C or better required

Choose six courses from Anthropology, Economics, Geography, Political Science, Psychology or Sociology. All courses must be from a single field.

- ANT, ECO, GEO, PSC, PSY, or SOC** elective 1
- ANT, ECO, GEO, PSC, PSY, or SOC** elective 2
- ANT, ECO, GEO, PSC, PSY, or SOC** elective 3
- ANT, ECO, GEO, PSC, PSY, or SOC** elective 4

ANT, ECO, GEO, PSC, PSY, or SOC elective 5

ANT, ECO, GEO, PSC, PSY, or SOC elective 6

Open Electives: 4 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Pre-Education Introductory Courses: 24 quarter hours required, grade of C or better required

Required:

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

SCU 207 Social and Historical Issues in Education

SEC 363 Orientation to Secondary Teaching as a Profession (6 qh)

SEC 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

SCU 336 Adolescent and Adult Growth and Development

SCU 337 Human Growth and Development

Choose one of the following:

PE 206 Personal and Community Health

PE 273 Health and Nutrition

Advanced Standing Education Courses: 16 quarter hours required, grade of C or better required

Required:

LSI 346 Strategies for Mainstreaming and Inclusion

SEC 325 Literacy in the Content Areas

SEC 310 Teaching History and Social Sciences in Secondary Schools

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with Secondary Type 09 Certificates can qualify for endorsements at the middle school level and high school level.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take SEC 384, Capstone Experience, with student teaching.

SEC 390 Secondary Student Teaching (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>.

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Social Science ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below.)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	SEC 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	3 Courses Required
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO course - 1 CHE/ENV/GEO/PHY course - 1 Additional Course
Self, Society and the Modern World (SSMW)	2 Courses Required: - PSC 120 - 1 Additional course (Note: An ECO course recommended)
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	1 Course Required (Note: Must be in US History)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced

math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Visual Arts

Program Requirements: Visual Arts

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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 Partnership 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 hours of daytime field experiences in schools.

These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Arts 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.

Please consult both Liberal Studies Requirements and Program in Secondary Education English links for full degree requirements.

Dispositions

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

program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Arts (B.A.): 192 quarter hours

Campus Locations

- Lincoln Park

Certification

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

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Visual Art Content Area Test (test #145) – assesses elements, principles, and expressive features of the visual arts; creating and producing works of visual art; analyzing and evaluating works of visual art; and the role of the visual arts. Test is required before Student Teaching (deadlines apply).
- 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 College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your

program that require hours, visit
<http://education.depaul.edu/currentstudents/fieldexperiences/index.asp> .

Modern Language Competence Requirement

Students pursuing a Bachelor of Arts degree will be required to demonstrate competence in a modern language equivalent to the proficiency attained from one year of college-level language study. Such competence may be demonstrated in one of several ways:

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

For further information regarding satisfactory scores and possible credit from the DePaul placement, AP, CLEP, or IB examinations, please contact Student Records.

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

B.A. students who meet College requirements and wish to pursue further work in the language may elect the "Modern Language Option" of the Liberal Studies Program. While B.S. students are not required to demonstrate competency in a modern language, the "Modern Language Option" is available to them for language study at any level.

Content Area Courses

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

- ART 101** Electronic Toolbox: Digital Imaging for Visual Thinkers
ART 105 Two Dimensional Foundations
ART 106 Beginning Drawing
ART 200 Art and Artists in Contemporary Culture
ART 113 Three Dimensional Foundations or **Art 114** Four Dimensional Foundations (ART 101 prereq)

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

- ART 110** Beginning Painting (ART 105 prereq)
ART 115 Beginning Sculpture (ART 113 prereq)
ART 206 Intermediate Drawing (ART 106 prereq) or **ART 218** Figure Drawing (ART 106 prereq)
ART 229 Printmaking I (ART 105 and ART 106 prereq)

One Art History Course

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

- ART 225** Beginning Photography or **ART 224** Beginning Digital Photography (ART 105 prereq)
ART 226 Video Art (ART 101 prereq) or **ART 289** Experimental Video Art (ART 226 prereq)

ART 227 Digital Imaging for Art & Design (ART 101 and ART 105 prereq)
300-level ART Studio Elective Course

Pre-Education Introductory Courses: 24 quarter hours required, grade of C or better required

Required:

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

SCU 207 Social and Historical Issues in Education

SEC 363 Orientation to Secondary Teaching as a Profession (6 qh)

SEC 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

SCU 336 Adolescent and Adult Growth and Development

SCU 337 Human Growth and Development

Choose one of the following:

PE 206 Personal and Community Health

PE 273 Health and Nutrition

Advanced Standing Education Courses: 20 quarter hours required, grade of C or better required

Required:

LSI 346 Strategies for Mainstreaming and Inclusion

SEC 325 Literacy in the Content Areas

SEC 365 Art and Pedagogy

SEC 366 Teacher as Artist

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with Secondary Type 09 Certificates can qualify for endorsements at the middle school level and high school level.

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

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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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

****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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.**

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take SEC 384, Capstone Experience, with student teaching.

SEC 390 Secondary Student Teaching (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>.

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

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2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in Secondary Education (SEC) ▶ Secondary Education Visual Arts ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	SEC 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	1 Course Required (Note: This must not be an ART or HAA course.)
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO course - 1 CHE/ENV/GEO/PHY course - 1 Additional Course (Note: One course must be a lab.)
Self, Society and the Modern World (SSMW)	3 Courses Required: - PSC 120 - 2 Additional Courses
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after

admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

Effective Summer 2010, changes were made to the liberal studies domain requirements allowing for more flexibility. Current students may also benefit from the less restrictive LSP domain requirements. Please note that the change is reflected in this liberal studies requirement grid.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies » Program Requirements » Teaching Certification for College Graduates

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The College of Education offers an opportunity for graduates of accredited colleges and universities to prepare for a career in teaching in early childhood, elementary, world language, and secondary education. Students may pursue certification through the graduate program which combines certification with a Master's degree in Education. Successful completion leads to a teaching certificate for the State of Illinois in the area of the student's specialization.

All candidates in these graduate level programs must have completed an academic program that parallels the liberal studies program at DePaul University. Candidates for the secondary education program must also have completed an academic program that parallels the DePaul teacher education program requirements in their selected area of content for teaching (English, History, Mathematics, etc.). No student will be permitted to student teach until all general education, content area, and professional education courses are completed. In addition, the Illinois State Board of Education requires certification candidates pass a test of basic skills, a test of content area knowledge, and an assessment of professional teaching.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in World Language Education (WLE) ▶ World Language Education: Chinese

Program Requirements: Chinese

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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 Partnership 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 hours of daytime field experiences in schools.

These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Arts 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.

Please consult both Liberal Studies Requirements and Program in World Language Education Chinese links for full degree requirements.

Dispositions

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

program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Arts (B.A.): 192 quarter hours

Campus Locations

- Lincoln Park

Certification

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

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- 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 #104, grade K-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>.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, 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 College of Education website at <http://education.depaul.edu/>.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit <http://education.depaul.edu/currentstudents/fieldexperiences/index.asp>.

Content Area Courses

Note: Language courses begin at the Advanced language for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 24 quarter hours required, grade of C or better required

- CHN 201** Advanced Communication I
- CHN 202** Advanced Communication II
- CHN 203** Advanced Communication III
- CHN** Advanced Chinese Conversation course 1
- CHN** Advanced Chinese Conversation course 2
- CHN** Advanced Chinese Conversation course 3

Chinese Studies: 24 quarter hours required, grade of C or better required

Choose six of the following:

- HAA 115** Principles of Asian Art
- HAA 220** Buddhist Art
- ART 342** Chinese Art
- GEO 215** International Development and Regional Inequity
- HST 232** Culture and Politics in Imperial China
- HST 233** The Rise of Modern China
- HST 161** East Asia to c. 1200
- HST 287** East Asia c. 1200 to 1800
- HST 322** Topics in Asian History
- PHL 287** Introduction to Asian Philosophies
- PHL 387** Topics in Asian Philosophy
- PHL 388** Topics in Comparative Philosophy
- PSC 253** Asian Politics
- PSC 344** World Political Economy
- PSC 349** Topics in World Politics
- REL 241** Religion in Chinese History, Society and Culture
- REL 246** Traditions of Chinese Popular Culture
- REL 248** Literature and Religion in China
- REL 341** Taoism: China's Indigenous High Religion
- REL 343** Moral Philosophy and Ethics in China

Teaching Culture Core: 4 quarter hours required, grade of C or better required

- WLE 360** Second and World Language Acquisition

Pre-Education Introductory Courses: 22 quarter hours required, grade of C or better required

Required:

- EDU 025** Basic Technology (non-credit, non-tuition, PA grade required)
- SCU 207** Social and Historical Issues in Education
- SCU 337** Human Growth and Development
- EE 281** Introduction to Elementary Education

SEC 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

PE 206 Personal and Community Health

PE 273 Health and Nutrition

Advanced Standing Education Courses: 24 quarter hours required, grade of C or better required

Required:

LSI 346 Strategies for Mainstreaming and Inclusion

WLE 330 Teaching Literacy K-12

WLE 349 Teaching Modern Languages

WLE 350 Methods of Teaching World Language in the Elementary School

WLE 370 Methods of Teaching Integrated World Language K-12

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Open Electives: 2 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with K-12 Type 10 Certificates can qualify for endorsements at the primary level (limited areas), middle school level and high school level. Students in the World Language program will be certified to teach in grades K-12 in their language. To teach additional languages, students must qualify for additional endorsements at either the primary, middle school, or secondary levels.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify

for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take WLE 384, Capstone Experience, with student teaching.

WLE 385 Student Teaching in World Languages (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>.

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and Teacher Education program handbook for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in World Language Education (WLE) ▶ World Language Education: Chinese ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	WLE 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	2 Courses Required
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO course - 1 CHE/ENV/GEO/PHY course - 1 Additional Course (Note: One course must be a lab.)
Self, Society and the Modern World (SSMW)	2 Courses Required: - PSC 120 - 1 Additional Course
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced

math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in World Language Education (WLE) ▶ World Language Education: French

Program Requirements: French

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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 Partnership 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 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Arts 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.

Please consult both Liberal Studies Requirements and Program in World Language Education French links for full degree requirements.

Dispositions

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

result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Arts (B.A.): 192 quarter hours

Campus Locations

- Lincoln Park

Certification

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

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- 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 #104, grade K-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>.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, 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 College of Education website at <http://education.depaul.edu>

Field Experiences

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

<http://education.depaul.edu/currentstudents/fieldexperiences/index.asp>.

Content Area Courses

Note: Language courses begin at the Advanced language for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 12 quarter hours required, grade of C or better required

Required:

FCH 201 Advanced Communication I

FCH 202 Advanced Communication II

Choose one of the following:

FCH 203 Advanced Communication III

FCH 204 Advanced Communication IV

Literature & Culture Courses: 20 quarter hours required, grade of C or better required

FCH 200-300 level course 1

FCH 200-300 level course 2

FCH 200-300 level course 3

FCH 200-300 level course 4

FCH 200-300 level course 5

Language Electives Core: 12 quarter hours required, grade of C or better required

FCH 300 level course 1

FCH 300 level course 2

FCH 300 level course 3

Linguistics Core: 4 quarter hours required, grade of C or better required

FCH 350 French Phonology and Phonetics

Teaching Culture Core: 4 quarter hours required, grade of C or better required

WLE 360 Second and World Language Acquisition

Pre-Education Introductory Courses: 22 quarter hours required, grade of C or better required

Required:

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

SCU 207 Social and Historical Issues in Education

SCU 337 Human Growth and Development

EE 281 Introduction to Elementary Education

SEC 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

PE 206 Personal and Community Health

PE 273 Health and Nutrition

Advanced Standing Education Courses: 24 quarter hours required, grade of C or better required

Required:

- LSI 346** Strategies for Mainstreaming and Inclusion
WLE 330 Teaching Literacy K-12
WLE 349 Teaching Modern Languages
WLE 350 Methods of Teaching World Language in the Elementary School
WLE 370 Methods of Teaching Integrated World Language K-12

Choose one of the following:

- SCU 338** The Process and Evaluation of Learning
SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Open Electives: 2 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with K-12 Type 10 Certificates can qualify for endorsements at the primary level (limited areas), middle school level and high school level. Students in the World Language program will be certified to teach in grades K-12 in their language. To teach additional languages, students must qualify for additional endorsements at either the primary, middle school, or secondary levels.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take WLE 384, Capstone Experience, with student teaching.

WLE 385 Student Teaching in World Languages (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>.

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

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2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in World Language Education (WLE) ▶ World Language Education: French ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	WLE 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	2 Courses Required
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO course - 1 CHE/ENV/GEO/PHY course - 1 Additional Course (Note: One course must be a lab.)
Self, Society and the Modern World (SSMW)	2 Courses Required: - PSC 120 - 1 Additional Course
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced

math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in World Language Education (WLE) ▶ World Language Education: German

Program Requirements: German

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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 Partnership 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 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Arts 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.

Please consult both Liberal Studies Requirements and Program in World Language Education German links for full degree requirements.

Dispositions

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

result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Arts (B.A.): 192 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Foreign Language German (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- 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 #104, grade K-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>.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, 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 College of Education website at <http://education.depaul.edu/>

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit <http://education.depaul.edu/currentstudents/fieldexperiences/index.asp>.

Content Area Courses

Note: Language courses begin at the Advanced language for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 12 quarter hours required, grade of C or better required

- GER 201** Advanced Communication I
- GER 202** Advanced Communication II
- GER 203** Advanced Communication III

Language Electives Core: 36 quarter hours required, grade of C or better required

- GER 200-300 level course 1**
- GER 200-300 level course 2**
- GER 200-300 level course 3**
- GER 200-300 level course 4**
- GER 200-300 level course 5**
- GER 200-300 level course 6**
- GER 200-300 level course 7**
- GER 200-300 level course 8**
- GER 200-300 level course 9**

Teaching Culture Core: 4 quarter hours required, grade of C or better required

- WLE 360** Second and World Language Acquisition

Pre-Education Introductory Courses: 22 quarter hours required, grade of C or better required

Required:

- EDU 025** Basic Technology (non-credit, non-tuition, PA grade required)
- SCU 207** Social and Historical Issues in Education
- SCU 337** Human Growth and Development
- EE 281** Introduction to Elementary Education
- SEC 364** Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

- PE 206** Personal and Community Health
- PE 273** Health and Nutrition

Advanced Standing Education Courses: 24 quarter hours required, grade of C or better required

Required:

- LSI 346** Strategies for Mainstreaming and Inclusion
- WLE 330** Teaching Literacy K-12
- WLE 349** Teaching Modern Languages
- WLE 350** Methods of Teaching World Language in the Elementary School
- WLE 370** Methods of Teaching Integrated World Language K-12

Choose one of the following:

SCU 338 The Process and Evaluation of Learning
SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Open Electives: 2 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with K-12 Type 10 Certificates can qualify for endorsements at the primary level (limited areas), middle school level and high school level. Students in the World Language program will be certified to teach in grades K-12 in their language. To teach additional languages, students must qualify for additional endorsements at either the primary, middle school, or secondary levels.

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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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take WLE 384, Capstone Experience, with student teaching.

WLE 385 Student Teaching in World Languages (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in World Language Education (WLE) ▶ World Language Education: German ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	WLE 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	2 Courses Required
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO course - 1 CHE/ENV/GEO/PHY course - 1 Additional Course (Note: One course must be a lab.)
Self, Society and the Modern World (SSMW)	2 Courses Required: - PSC 120 - 1 Additional Course
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced

math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies » Program Requirements » Programs in World Language Education (WLE) » World Language Education: Italian

Program Requirements: Italian

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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 Partnership 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 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Arts 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.

Please consult both Liberal Studies Requirements and Program in World Language Education Italian links for full degree requirements.

Dispositions

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

result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Arts (B.A.): 192 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Foreign Language Italian (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- 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 #104, grade K-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>.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, 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 College of Education website at <http://education.depaul.edu>

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit <http://education.depaul.edu/currentstudents/fieldexperiences/index.asp> .

Content Area Courses

Note: Language courses begin at the Advanced language for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 12 quarter hours required, grade of C or better required

- ITA 201** Advanced Communication I
- ITA 202** Advanced Communication II
- ITA 203** Advanced Communication III

Language Electives Core: 36 quarter hours required, grade of C or better required

- ITA 200-300 level course 1
- ITA 200-300 level course 2
- ITA 200-300 level course 3
- ITA 200-300 level course 4
- ITA 200-300 level course 5
- ITA 200-300 level course 6
- ITA 200-300 level course 7
- ITA 200-300 level course 8
- ITA 200-300 level course 9

Teaching Culture Core: 4 quarter hours required, grade of C or better required

- WLE 360** Second and World Language Acquisition

Pre-Education Introductory Courses: 22 quarter hours required, grade of C or better required

Required:

- EDU 025** Basic Technology (non-credit, non-tuition, PA grade required)
- SCU 207** Social and Historical Issues in Education
- SCU 337** Human Growth and Development
- EE 281** Introduction to Elementary Education
- SEC 364** Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

- PE 206** Personal and Community Health
- PE 273** Health and Nutrition

Advanced Standing Education Courses: 24 quarter hours required, grade of C or better required

Required:

- LSI 346** Strategies for Mainstreaming and Inclusion
- WLE 330** Teaching Literacy K-12
- WLE 349** Teaching Modern Languages
- WLE 350** Methods of Teaching World Language in the Elementary School
- WLE 370** Methods of Teaching Integrated World Language K-12

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Open Electives: 2 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with K-12 Type 10 Certificates can qualify for endorsements at the primary level (limited areas), middle school level and high school level. Students in the World Language program will be certified to teach in grades K-12 in their language. To teach additional languages, students must qualify for additional endorsements at either the primary, middle school, or secondary levels.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take WLE 384, Capstone Experience, with student teaching.

WLE 385 Student Teaching in World Languages (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu>.

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in World Language Education (WLE) ▶ World Language Education: Italian ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	WLE 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	2 Courses Required
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO course - 1 CHE/ENV/GEO/PHY course - 1 Additional Course (Note: One course must be a lab.)
Self, Society and the Modern World (SSMW)	2 Courses Required: - PSC 120 - 1 Additional Course
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced

math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in World Language Education (WLE) ▶ World Language Education: Japanese

Program Requirements: Japanese

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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 Partnership 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 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Arts 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.

Please consult both Liberal Studies Requirements and Program in World Language Education Japanese links for full degree requirements.

Dispositions

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

result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Arts (B.A.): 192 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Foreign Language Japanese (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- 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 #104, grade K-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>.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, 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 College of Education website at <http://education.depaul.edu>

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit <http://education.depaul.edu/currentstudents/fieldexperiences/index.asp> .

Content Area Courses

Note: Language courses begin at the Advanced language for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 24 quarter hours required, grade of C or better required

JPN 201	Advanced Japanese I
JPN 202	Advanced Japanese II
JPN 203	Advanced Japanese III
JPN 311	Advanced Discussion and Reading I
JPN 312	Advanced Discussion and Reading II
JPN 313	Advanced Discussion and Reading III

Language Electives Core: 24 quarter hours required, grade of C or better required. Courses must be from at least 3 different departments.

Choose six of the following:

HAA 115	Principles of Asian Art
HAA 216	Japanese Art
HAA 397	Special Topics in History of Art & Architecture (as appropriate)
GEO 215	International Development and Regional Inequity
HST 263	Japan to c. 1200
HST 264	Japan c. 1200 to 1800
HST 265	Japan c. 1800 to present
HST 162	East Asia c. 1200 to 1800
HST 322	Topics in Asian History
HST 340	Culture and Gender in Japan
INT 330	East Asian Area Studies I
INT 331	East Asian Area Studies II
MOL 320	Modern Japanese Literature in Translation
PSC 253	Asian Politics
PSC 349	Topics in World Politics
REL 202	Ethical Worlds: Moral Issues Across Cultures
REL 205	Religion and Ethics II
REL 245	Religion in Japanese History, Society, and Culture
REL 247	Literature and Religion in Japan
REL 342	Zen Mind

Teaching Culture Core: 4 quarter hours required, grade of C or better required
WLE 360 Second and World Language Acquisition

Pre-Education Introductory Courses: 22 quarter hours required, grade of C or better required

Required:

EDU 025	Basic Technology (non-credit, non-tuition, PA grade required)
SCU 207	Social and Historical Issues in Education
SCU 337	Human Growth and Development
EE 281	Introduction to Elementary Education

SEC 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

PE 206 Personal and Community Health

PE 273 Health and Nutrition

Advanced Standing Education Courses: 24 quarter hours required, grade of C or better required

Required:

LSI 346 Strategies for Mainstreaming and Inclusion

WLE 330 Teaching Literacy K-12

WLE 349 Teaching Modern Languages

WLE 350 Methods of Teaching World Language in the Elementary School

WLE 370 Methods of Teaching Integrated World Language K-12

Choose one of the following:

SCU 338 The Process and Evaluation of Learning

SCU 339 Philosophy & Psychology of Youth and Middle Level Education

Open Electives: 2 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with K-12 Type 10 Certificates can qualify for endorsements at the primary level (limited areas), middle school level and high school level. Students in the World Language program will be certified to teach in grades K-12 in their language. To teach additional languages, students must qualify for additional endorsements at either the primary, middle school, or secondary levels.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take WLE 384, Capstone Experience, with student teaching.

WLE 385 Student Teaching in World Languages (12 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>.

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in World Language Education (WLE) ▶ World Language Education: Japanese ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	WLE 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	2 Courses Required
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO course - 1 CHE/ENV/GEO/PHY course - 1 Additional Course (Note: One course must be a lab.)
Self, Society and the Modern World (SSMW)	2 Courses Required: - PSC 120 - 1 Additional Course
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced

math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in World Language Education (WLE) ▶ World Language Education: Spanish

Program Requirements: Spanish

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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 Partnership 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 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend a half-day each week in a school. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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 Bachelor of Arts 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.

Please consult both Liberal Studies Requirements and Program in World Language Education Spanish links for full degree requirements.

Dispositions

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

program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Program

- Bachelor of Arts (B.A.): 192 quarter hours

Campus Locations

- Lincoln Park

Certification

- Type 10 Foreign Language Spanish (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Skill Building Courses

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

Advanced Standing

Students are *conditionally* admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College 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 undergraduate 2.5 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 025 registration required)
- Pass the minimum of 48 credit hours (or 8 quarter hours for transfer students)
- 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 pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing 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) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- 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 #104, grade K-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>

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a world language (Chinese, French, German, Italian, Japanese, 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 College of Education website at <http://education.depaul.edu/>

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 10 hours in special education settings. All field experiences *must* be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit <http://education.depaul.edu/currentstudents/fieldexperiences/index.asp>.

Content Area Courses

Note: Language courses begin at the Advanced language for the major. A placement test in the language is required to determine skill level and appropriate level to begin the language. Beginning and Intermediate language courses are in addition to the content area requirements but can fulfill open elective requirements.

Advanced Language Core: 16 quarter hours required, grade of C or better required

Required:

SPN 201 Advanced Grammar and Communication or **SPN 205** Advanced Grammar for Heritage Speakers

SPN 202 Advanced Composition and Communication or **SPN 206** Advanced Grammar for Heritage Speakers

Choose one of the following:

SPN 203 Advanced Conversation I

SPN 204 Advanced Conversation II

SPN 207 Advanced Conversation for the Heritage Speaker

Required:

SPN 220 Introduction to Literary Analysis in Spanish

Language Electives Core: 28 quarter hours required, grade of C or better required

SPN 200-300 level course 1

SPN 200-300 level course 2

SPN 200-300 level course 3

SPN 200-300 level course 4

SPN 300 level course 1

SPN 300 level course 2

SPN 300 level course 3

Linguistics Core: 4 quarter hours required, grade of C or better required

SPN 352 Spanish Phonology and Phonetics

Teaching Culture Core: 4 quarter hours required, grade of C or better required

WLE 360 Second and World Language Acquisition

Pre-Education Introductory Courses: 22 quarter hours required, grade of C or better required

Required:

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

SCU 207 Social and Historical Issues in Education

SCU 337 Human Growth and Development

EE 281 Introduction to Elementary Education

SEC 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)

Choose one of the following:

PE 206 Personal and Community Health

PE 273 Health and Nutrition

Advanced Standing Education Courses: 24 quarter hours required, grade of C or better required

Required:

- LSI 346** Strategies for Mainstreaming and Inclusion
- WLE 330** Teaching Literacy K-12
- WLE 349** Teaching Modern Languages
- WLE 350** Methods of Teaching World Language in the Elementary School
- WLE 370** Methods of Teaching Integrated World Language K-12

Choose one of the following:

- SCU 338** The Process and Evaluation of Learning
- SCU 339** Philosophy & Psychology of Youth and Middle Level Education

Open Electives: 2 quarter hours are required

Any course not used for another degree requirement can fulfill open electives. The following cannot be used to fulfill an open elective: WRD 098, WRD 101, MAT 094, and MAT 095.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Individuals with K-12 Type 10 Certificates can qualify for endorsements at the primary level (limited areas), middle school level and high school level. Students in the World Language program will be certified to teach in grades K-12 in their language. To teach additional languages, students must qualify for additional endorsements at either the primary, middle school, or secondary levels.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view the ISBE 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 to complete SCU 339. 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 (36 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, English Language Arts, French, German, Italian, Japanese, math, Russian, science (biology, chemistry, environmental science, physics)**, social science (history)**, 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, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**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 are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

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 2.50 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., modern language and residency requirements)
- Meet designated program standards
- Pass the required Illinois 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 College of Education

Student Teaching Timeline and Deadlines:

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

Academic requirements (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 coursework is completed.

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

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

Student Teaching: 12 quarter hours required, grade of B- or better 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. All students also take WLE 384, Capstone Experience, with student teaching.

WLE 385 Student Teaching in World Languages (12 hours)

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

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.

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

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

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. 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 College of Education website at: <http://education.depaul.edu/>

Certification

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

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 also consult the [DePaul Undergraduate Student Handbook](#) catalog section, [COE Academic Policies](#) catalog section, and [Teacher Education program handbook](#) for additional policy requirements. As an undergraduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

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2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Programs in World Language Education (WLE) ▶ World Language Education: Spanish ▶ Liberal Studies Requirements

Liberal Studies Requirements

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First Year Program	
Chicago Quarter	LSP 110 or LSP 111
Focal Point	LSP 112
Writing	WRD 103* and WRD 104*
Quantitative Reasoning & Technological Literacy	LSP 120 and LSP 121 (Note: See information below)
Sophomore Year	
Multiculturalism in the US	LSP 200
Junior Year	
Experiential Learning	Met by successful completion of required field experience hours.
Senior Year	
Capstone	WLE 384* (Note: This must be taken with student teaching.)
Learning Domains	
Arts and Literature (AL)	2 Courses Required
Philosophical Inquiry (PI)	2 Courses Required: - LSE 380 - 1 Additional Course (Note: PHL 100 recommended)
Scientific Inquiry (SI)	3 Courses Required: - 1 BIO course - 1 CHE/ENV/GEO/PHY course - 1 Additional Course (Note: One course must be a lab.)
Self, Society and the Modern World (SSMW)	2 Courses Required: - PSC 120 - 1 Additional Course
Religious Dimensions (RD)	2 Courses Required
Understanding the Past (UP)	2 Courses Required (Note: One must be US History.)
Note:	* Students must earn a C- or better in this course.

Quantitative Reasoning and Technological Literacy:

Readiness for LSP 120 is determined by the math placement test taken online after admission. Students may need to take developmental coursework prior to LSP 120. The LSP 120 requirement may be waived by credit already earned for advanced

math coursework or by passing a dedicated proficiency exam. Students who complete both LSP 120 and LSP 121 take one less Learning Domain course. Students may not apply the course reduction to any Domain where only one course is required, and if taken within the SI Domain, the reduction cannot be applied to the SI Lab requirement.

Note: Courses offered in the student's major cannot be taken to fulfill LSP Domain requirements.

In meeting learning domain requirements, no more than one course that is outside the student's major and is cross-listed with a course within the student's major, can be applied to count for LSP domain credit. This policy does not apply to those who are pursuing a double major or earning BFA or BM degrees.



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Minor in Early Childhood Education (ECE)

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The Early Childhood Education minor provides a learning opportunity to all DePaul Students for those interested in the care and education of young children. Students interested in this minor should consult home college advisors and secure permission from the Early Childhood Program to enroll.

Dispositions

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

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

(e.g., dress, language, preparedness, attendance, punctuality, etc.)

- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Professional Education minor sequence: seven of eight courses selected in consultation with an academic advisor and Early Childhood Program faculty:

ECE 286 Art, Music and Movement in ECE
ECE 290 Child Growth & Development
ECE 302 Child & Family in the Urban Environment
ECE 303 History & Philosophy of ECE
ECE 307 Speech & Language Development of the Young Child
ECE 309 Preschool Exceptional Child Growth & Development
ECE 310 Teaching Strategies for Pre-School Children
ECE 375 Early Childhood Assessment



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▶ Program Requirements ▶ Minors in Physical Education (PE)

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In addition to these major concentrations of study, there are sequences of courses, which could lead to minors and/or endorsements in Physical Education, Training, Coaching, and Health. The programs outlined below are intended for the student who desires to develop a second teaching area in physical education.

Dispositions

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

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

- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Physical Education minor sequence

Theory: PE 302, 317, 341, 346.

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

Coaching minor sequence

Theory: PE 302, 303, 346, 351, 352, 390, 391, BIO 202.

Health minor

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



2012-2013 FULL-TIME UNDERGRADUATE CATALOG



College of Education - Undergraduate Studies ▸ Index Of Undergraduate Course Offerings

Index Of Undergraduate Course Offerings

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In addition to courses offered for degree programs, the College of Education offers courses that are not required for a degree in Education or for certification but which may fulfill Liberal Studies requirements or may be useful as electives. All courses carry 4 quarter hours credit except where noted.

Bilingual Bicultural Education (BBE)

- 305 Theoretical Foundations in Bilingual Early Childhood Development
- 306 Foundations of English as Second Language Instruction in ECE
- 330 Latinos and Education

Counseling (CSL)

- 200 Leadership and Social Change

Education - General (EDU)

- 025 Basic Computer Literacy (0 qh)
- 095 Field Experiences with Children and Youth (0 qh)
- 200 Integrative Knowledge: Educators as Reflective Professionals (2 qh)

Early Childhood Education (ECE)

- 091 Clinical Experiences with Infants and Toddlers (1 qh)
- 092 Clinical Experiences with Young Children and Families (1 qh)
- 093 Clinical Experiences with Pre-Schoolers (1 qh)
- 094 Clinical Experiences in Primary Grades (1 qh)
- 286 Art, Music, and Movement for the Young Child
- 290 Child Growth and Development
- 298 Child Health Safety and Nutrition
- 302 Child and Family in the Urban Environment
- 303 History and Philosophy of Early Childhood Education
- 306 Understanding Young Children's Behavior
- 307 Speech and Language Development of the Young Child
- 309 Young Exceptional Child
- 310 Preprimary Programs: Curriculum and Strategy
- 311 Curriculum and Instruction in Primary Grades
- 312 Bilingual Theory in Early Childhood Development
- 313 Cross Cultural Studies in Early Childhood Education
- 314 Methods and Materials for English Language Learners in ECE
- 325 Second Language Acquisition and Early Literacy Development
- 326 Principles and Strategies for Family Advocacy in Early Childhood
- 327 Impact of Public Policy on Families of Young Children
- 328 Working with Families of Children with Disabilities and Chronic Illness
- 329 Young Children's Literature and Family Literacy
- 331 Beginning Mathematics and Science Instruction
- 375 Early Childhood Assessment
- 376 Workshop for Pre-Service Teachers
- 377 Assessment of Young Biligual/ESL Students
- 381 Internship in Preschool Setting (75 clock hours of supervised experience)
- 382 Internship in Primary Setting (75 clock hours of supervised experience)

- 383 Linguistic Practicum in Early Childhood Education (300 clock hours)
- 384 Capstone in Early Childhood Education
- 385 Early Childhood Student Teaching (12 qh)
- 399 Independent Study in Early Childhood Education (12 qh)

Elementary Education (EE)

- 281 Introduction to Educational Practice
- 317 Physical Education and Classroom Management in the Elementary School
- 324 Reading/Language Arts in the Early Years
- 326 Reading/Language Arts in Intermediate and Middle Grades
- 333 Teaching and Learning Elementary School Mathematics
- 334 Elementary Science Inquiry Teaching Strategies
- 344 Art and Music in the Elementary School
- 347 Children's Literature
- 355 Methods: Contemporary Teaching of Social Studies
- 356 Assessment in the Elementary Classrooms
- 376 Workshop for Pre-Service Teachers
- 384 Capstone in Elementary Education
- 385 Elementary Student Teaching (12 qh)
- 399 Independent Study

Liberal Studies in Education (LSE)

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

Literacy and Specialized Instruction (LSI) (Special Education)

- 346 Strategies for Mainstreaming and Inclusion

Physical Education (PE)

- 060 Aerobics (2 qh)
- 066 Beginning Weight Training (2 qh)
- 071 Fitness and Conditioning (2 qh)
- 076 Advanced Weight Training (2 qh)
- 080 Rape Aggression Defense Systems (RAD) [2 qh]
- 111 Motor Development Throughout the Life Span
- 121 Swimming (2 qh)
- 151 Gymnastics (2 qh)
- 181 Flag Football (2 qh)
- 182 Volleyball (2 qh)
- 183 Soccer (2 qh)
- 185 Softball (2 qh)
- 186 Track and Field (2 qh)
- 187 Basketball (2 qh)
- 206 Personal and Community Health
- 213 Folk-Social Dance (2 qh)
- 273 Health and Nutrition
- 276 Tennis (2 qh)
- 277 Golf (2 qh)
- 302 First Aid: Responding to Emergencies
- 303 Athletic Injuries
- 304 The School Health Program
- 317 Physical Education and Classroom Management in the Elementary School

- 341 Historical and Philosophical Foundations of Physical Education
- 346 Organization/Administration of Physical Education, Sports, and Fitness Programs
- 351 Kinesiology
- 352 Physiology of Exercise
- 360 Educational Psychology and Measurement of Learning
- 362 Fitness Testing, Assessment, and Prescription
- 372 Methods and Materials for Physical Education Curriculum and Instruction in the Secondary School
- 374 Adapted Physical Education
- 378 Elementary Student Teaching in Physical Education (6 qh)
- 379 Secondary Student Teaching in Physical Education (6 qh)
- 380 Internship in Fitness Management (12 qh)
- 384 Capstone in Physical Education
- 390 Psycho-Social Aspects of Exercise and Sport
- 391 Theory and Techniques of Coaching
- 394 Sport and Exercise Nutrition
- 399 Independent Study or Pre-Student Teaching Experience

Secondary Education (SEC)

- 301 The Teaching of Writing
- 306 Teaching Literature
- 309 Teaching and Learning Secondary School Mathematics
- 310 Teaching, History, and Social Sciences in Secondary Schools
- 325 Literacy in the Content Areas
- 326 Teaching Writing
- 328 Teaching Literature
- 329 Teaching Young Adult Literature
- 339 Teaching Science in the Secondary School
- 363 Orientation to Secondary Teaching as a Profession (6 qh)
- 364 Methods: Curriculum and Instruction in Secondary Schools (6 qh)
- 365 Art and Pedagogy
- 366 Teacher as Artist
- 376 Workshop for Pre-Service Teachers
- 384 Capstone in Secondary Education
- 390 Secondary Student Teaching (12 qh)
- 399 Independent Study

Social and Cultural Foundations in Education (SCU)

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

Teach LA&S–SoE Secondary Education (TCH)

- 320 Exploring Teaching in the Urban High School (Junior Year Experiential Course)
- 390 Integrating Education & Disciplinary Foundations (Capstone Course)

World Language Education (WLE)

- 330 Teaching Literacy K-12
- 349 Teaching Modern Languages
- 350 Methods of Teaching World Language in the Elementary School
- 360 Second and World Language Acquisition
- 370 Methods of Teaching Integrated World Language K-12
- 384 Capstone in World Language Education
- 385 Student Teaching in World Languages (12 qh)

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College of Education - Undergraduate Studies » Course Descriptions

Course Descriptions

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Please visit Campus Connection at <https://campusconnect.depaul.edu> for current course information. If you do not have a password for Campus Connection you may log on as a guest. Once you are on Campus Connection please select Course Descriptions followed by the program.

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College of Education - Undergraduate Studies ▸ Advanced Graduate Programs

Advanced Graduate Programs

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The College of Education offers the following advanced programs for professional educators who wish to earn a master's degree. For further detail, please consult the DePaul University Graduate Catalog.

Department of Counseling and Special Education

- Counseling
- Special Education

Department of Leadership, Language, and Curriculum

- Bilingual Bicultural Education
- Educational Leadership
- Curriculum Studies

Department of Policy Studies and Research

- Social and Cultural Foundations in Education



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College of Education - Undergraduate Studies » COE Undergraduate Student Handbook » Certification Requirements

Certification Requirements

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To receive Illinois State Board of Education certification, a student must complete all certification coursework and requirements, including having all field experience hours completed and approved, have a 2.75 GPA, and have successfully passed the Basic Skills, Content Area, and APT tests.

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[College of Education - Undergraduate Studies](#) » [COE Undergraduate Student Handbook](#) » [Endorsement Evaluations](#)

Endorsement Evaluations

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

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College of Education - Undergraduate Studies ▸ Program Requirements ▸ Programs in World Language Education (WLE)

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Program in World Language Education leading to the Bachelor of Arts degree and Type 10 (Special) certification in grades K-12 with an endorsement in one of the following languages: Chinese, French, German, Italian, Japanese, or Spanish. Program requires 192 quarter hours for the BA degree. A grade of C or better is required in all Education and content area courses.



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College of Education - Undergraduate Studies » COE Undergraduate Student Handbook

About COE Academic Policies

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In addition to the [DePaul University Undergraduate Student Handbook](#), the College of Education Undergraduate Student Handbook includes the rules and regulations for its undergraduate programs. Additional academic information and regulations applicable to our undergraduate programs appears in the specific undergraduate section.

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

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



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College of Education - Undergraduate Studies » COE Undergraduate Student Handbook » Evaluation and Credit

Evaluation and Credit

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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.

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 student's 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 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.

Double Majors

Undergraduates cannot double major within the COE or between the COE and other DPU programs.

Undergraduate Inter-College Transfer (ICT)

Undergraduate students who wish to transfer to another program within DePaul should submit an ICT request through Campus Connect. In order to transfer, students must meet the admission criteria of the program to which they are transferring.

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.

Request to Register for More than 20 CREDIT HOURS (Undergraduates only).

For consideration of this request, you must have a 3.0 cumulative GPA, have successfully completed at least 44 credit hours, and have successfully completed 4 courses the previous quarter. **DEADLINE: Last day to add classes deadline.**

Request for Transfer Credit as Part of FINAL 60 Credit Hours at DePaul (Undergraduate Residency Requirement)

A request to take and transfer in credit from another institution as part of your final

60 hours of credit at DPU is granted only under extenuating or extra-ordinary circumstances. Any request must be accompanied by documentation demonstrating your need for this exception. All requests are evaluated on a case-by-case basis. **DEADLINE: Last day to add classes for that term.**

Undergraduate Academic Standing

In order to receive advanced standing, undergraduate students must have a 2.5 or better GPA. Students who do not have a 2.5 GPA will be placed on probation. Students who do not have a 2.75 GPA will receive an academic alert.

In order to student teach and graduate, undergraduate students must have a 2.75 GPA.

Discontinuation and Re-admission

Students who have stopped their program of study for 3 consecutive quarters will be dropped from that program and must re-apply for re-admission through the admission office. Re-admitted students must follow curriculum requirements as they exist at the time of re-admission.



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College of Education - Undergraduate Studies » COE Undergraduate Student Handbook » Graduation Requirements

Graduation Requirements

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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 2.75 GPA, and meet the degree conferral application deadline for the quarter in which he or she wants the degree to be conferred.

Fall quarter deadline is October 1; Winter quarter deadline is January 15; Spring quarter deadline is February 1; Summer I quarter deadline is June 1; and Summer II deadline is July 15.

Requirements to Participate in Graduation Ceremony

To participate in the graduation ceremony in the spring, a student must complete all required degree coursework by the end of the Spring quarter preceding the ceremony and have applied for graduation before the designated deadline. The only exception is that student teaching can be scheduled for completion in the Fall quarter after the ceremony.

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 student's transcripts and diploma regardless of degree completion date.

The determination for honors is based solely on the cumulative grade point average.

- Cum Laude - cumulative GPA between 3.500 and 3.699
- Magna Cum Laude - cumulative GPA between 3.700 and 3.849
- Suma Cum Laude - cumulative GPA above 3.850



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College of Education - Undergraduate Studies » COE Undergraduate Student Handbook » Probation and Dismissal

Probation and Dismissal

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A student whose GPA falls below a program's minimum GPA requirement will receive a registration hold and be unable to register for classes. The student must meet with his or her academic advisor 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 COE. Students may apply to transfer to other programs at DePaul.

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College of Education - Undergraduate Studies » COE Undergraduate Student Handbook » Student Teaching

Student Teaching

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Content Area Coursework

All content area coursework requirements 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 quarter's last day to add classes deadline (e.g., for Fall Quarter, the deadline is the prior Spring Quarter's last day to add classes deadline; Winter is Fall's deadline; Spring is Winter's 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.

Waiving Student Teaching Requirements

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

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College of Education - Undergraduate Studies » COE Undergraduate Student Handbook » Registration: Exception to Advance Standing

Registration: Exception to Advance Standing

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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.

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College of Education - Undergraduate Studies » COE Undergraduate Student Handbook » Registration Withdrawal

Registration Withdrawal

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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 request a hardship withdrawal.

Withdrawal from the COE

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