Course Catalog

College of Education Graduate Studies

Summer 2011-2012/Autumn 2012-2013
# Table of Contents

## General Information
- Catalog Version 4
- About 4
- Administration 4
- Office of Advising 5
- Office of Student Teaching and Field Experiences 5
- Academic Success Center 5
- Faculty 5

## COE Graduate Student Handbook
- About COE Academic Policies 9
- Admission, Readmission, and Reclassification 9
- Certification Requirements 9
- Endorsement Evaluations 10
- Evaluation and Credit 10
- Graduation Requirements 11
- Probation and Dismissal 13
- Program Requirements 13
- Student Teaching 13
- Registration: Exception to Advanced Standing 14
- Registration Withdrawal 14

## College of Education Departments
- Department of Teacher Education 15
  - About Teacher Education 15
  - Early Childhood Education 15
  - Early Childhood Bilingual ESL Endorsement 20
  - Elementary Education 22
  - Secondary Education Biology 26
  - Secondary Education Chemistry 32
  - Secondary Education English 37
  - Secondary Education Environmental Science 42
  - Secondary Education History 48
  - Secondary Education Mathematics 53
  - Secondary Education Physics 58
  - Secondary Education Social Science 64
  - Secondary Education Visual Arts 69
  - World Language Education Arabic 74
  - World Language Education Chinese 80
  - World Language Education French 85
  - World Language Education German 90
  - World Language Education Italian 96
  - World Language Education Japanese 101
  - World Language Education Latin 106
  - World Language Education Russian 112
  - World Language Education Spanish 117
- Subsequent Certificate Programs for Teachers 122

## The TEACH Program
- About The Combined Bachelor's - Master's Secondary Education Program (TEACH) 127
- The Combined Bachelor's - Master's Secondary Education Program: Biology (TEACH) 128
The Combined Bachelor's - Master's Secondary Education Program: Chemistry (TEACH) 133
The Combined Bachelor's - Master's Secondary Education Program: English (TEACH) 138
The Combined Bachelor's - Master's Secondary Education Program: Environmental Science (TEACH) 142
The Combined Bachelor's - Master's Secondary Education Program: History (TEACH) 146
The Combined Bachelor's - Master's Secondary Education Program: Mathematics (TEACH) 150
The Combined Bachelor's - Master's Secondary Education Program: Physics (TEACH) 155
The Combined Bachelor's - Master's Secondary Education Program: Social Science (TEACH) 159

Department of Educational Policy Studies and Research 163
About Educational Policy Studies and Research 163
Social and Cultural Foundations in Education Program 164

Department of Leadership, Language, and Curriculum 168
About Leadership, Language, and Curriculum 168
Bilingual/Bicultural Education Program 168
Curriculum Studies Program For Social Justice, Democracy, and Urban Education 171
Curriculum Studies: Master of Science in Middle School Mathematics Education Program 175
Early Childhood Bilingual ESL Endorsement 176
Educational Leadership Program 178

Department of Counseling and Special Education 182
About Counseling and Special Education 182
Counseling Program 183
Literacy and Special Instruction Program 188

Doctor of Education Program 197
About the Doctor of Education Program 197
Degree Requirements: Doctoral of Education Program 199

Course Listing by Category (Index of Graduate Courses) 203
Bilingual-Bicultural Education (BBE) 203
Counseling (CSL) 203
Curriculum Studies (CS) 204
Education General (EDU) 205
Educational Leadership (A&S) 205
Liberal Studies in Education (LSE) 206
Literacy and Specialized Instruction (LSI) 206
Middle School Mathematics Education (MMT) 207
Physical Education (PE) 207
Social and Cultural Foundations (SCG) 207
Teaching And Learning (T&L) 208
The Combined Bachelor's - Master's Secondary Education (TCH) 209
General Information

Catalog Version

**Graduate Update: May 15, 2012**
Please use the menu items to the left for current catalog navigation. Access archived catalogs by choosing the link to the right.

About

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

Administration

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About COE Academic Policies

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

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

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

Admission, Readmission, and Reclassification

Admission
Applicants to Master's degree programs must have a bachelor's degree from a regionally accredited college or university. Applicants to the doctoral program must have a Master's degree from a regionally accredited college or university. Please consult specific programs for admission requirements.

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

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

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

Certification Requirements

The College of Education offers approved programs for State of Illinois certification in ten areas of study. Students may be eligible for the following certificates upon completion of the respective programs:
Please note that state certificates include requirements beyond program requirements. For Type 03, 04, and 09 certificates three tests are required: a test of basic skills, a test of subject matter knowledge, and a test of professional teaching knowledge and skills. For Type 10, 73, and 75 certificates a test of content area knowledge is required. The tests are given by the State of Illinois at regularly scheduled times each year. Students are advised to confer with program faculty or the academic advisors for further information.

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

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

All certification and endorsement requirements are subject to change based on Illinois State Board of Education modifications in requirements. All individuals must meet ISBE requirements in place at the time of application for the certificate.

**Endorsement Evaluations**

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.

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

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

**Evaluation and Credit**

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

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

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

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

**General Education Coursework (Content Area Prerequisites)**
All State general education requirements must be completed prior to student teaching. A grade of C or better is required for all general education requirements. DePaul-approved CLEP tests may substitute for appropriate general education coursework. Remedial coursework cannot substitute for general education coursework.

**Graduate Credit**
Graduate students enrolled in 300 level courses will receive graduate credit for these classes and grades earned in these classes will contribute to the graduate GPA. Graduate students cannot receive credit for 100 or 200 level courses if they register as a graduate student. To receive graduate credit for a 300 level undergraduate course the student must be enrolled as a graduate student. Enrolling as an undergraduate student or receiving a grade of C-, D+, or D is unacceptable for graduate credit in this program. If a C- or lower is earned in a required course, the course must be repeated or substituted as directed by the department or program. Such grades remain on the academic record and are calculated into the cumulative GPA.

**Limit on Transfer Credit for Graduate Students**
All COE graduate students can transfer up to 9-quarter hours (approximately 2 courses) from another college or university as credit toward their Master's or Doctoral degree requirements. All other courses must be DePaul coursework.

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

**Program Completion**
Timely completion of a program is important. Students in Master's Programs are allowed seven years to complete the graduate degree. A petition in writing for a one-year extension may be approved by the department or program.
Students have ten years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the ten-year clock.) For additional information, refer to the Doctoral Handbook.

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

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**Graduation Requirements**
Students must meet all requirements listed below for graduation.

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

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

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

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

Graduating with Distinction
Each COE program establishes its own criteria for graduating with distinction.

Bilingual Bicultural Program
M.Ed. 4.0 GPA
M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Counseling Programs
M.Ed. 4.0 GPA
M.A. 4.0 GPA

Curriculum Studies Program
M.Ed. 4.0 GPA
M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Dual Certification Program
M.Ed. 4.0 GPA or possible revision based on T&L policy
M.A. 4.0 GPA or possible revision based on T&L policy

Educational Leadership Program
M.Ed. 4.0 GPA
M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Literacy and Specialized Instruction Program
M.Ed. 4.0 GPA or possible revision based on program policy
M.A. 4.0 GPA or possible revision based on program policy

Reading Specialist Program
M.Ed. 4.0 GPA or possible revision based on program policy
M.A. 4.0 GPA or possible revision based on program policy

Social and Cultural Foundations in Education Program
M.A. Distinction based on recommendation for distinction from the students thesis committee and approval from the Thesis Review Committee. Students graduating with an M.Ed. are not eligible for distinction.

Teaching and Learning Program
M.Ed. 4.0 GPA
M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

Doctoral Degree Program (Ed.D.)
The Successful completion of a dissertation distinguishes those students at this highest level of their educational careers. The doctoral program does not offer a formal distinction beyond this accomplishment.

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

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

Doctoral Program Ten-Year Limit on Studies
Students have ten years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the ten-year clock.) For example, for a student who begins in Fall 2012, the program must be completed by Spring 2022. For students approaching this time limit, an application for extension must be submitted to the program office. This should be done no later than the fall of the tenth year, although earlier is preferable. The extension application includes the
Probation and Dismissal

A student in a Master's Program 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 adviser and make an appointment with the Academic Success Center to develop a plan for returning to good academic standing. Students who remain on academic probation for 3 consecutive quarters will be dismissed from the COE. Master's students may appeal to the Chair of the Department in which their program is housed for re-admittance or may apply to another graduate program.

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

Program Requirements

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

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

Please consult specific programs for complete degree requirements.

Student Teaching

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

Content Area Coursework

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

DEFER Student Teaching

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

Extend STUDENT TEACHING Clearance Deadline

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

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

**Student Teaching in an Elementary, Middle School, or High School You Attended as a Student**
Students cannot student teach in any school in which they were enrolled as a student within the last 10 years.

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

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

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

**Waiving Student Teaching Requirements**
Requests to waive student teaching must follow the Illinois State Board of Education student teaching waiver policy.

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**Registration: Exception to Advanced Standing**

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

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**Registration Withdrawal**

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

**Withdrawal from the 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.
College of Education Departments

Department of Teacher Education

About Teacher Education

Early Childhood Education
Early Childhood Bilingual ESL Endorsement
Elementary Education
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 Education Arabic
World Language Education Chinese
World Language Education French
World Language Education German
World Language Education Italian
World Language Education Japanese
World Language Education Latin
World Language Education Russian
World Language Education Spanish
Subsequent Certificate Programs for Teachers

About The Combined Bachelor's - Master's Secondary Education Program (TEACH)

Early Childhood Education

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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
Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 145 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with curriculum and theory courses that require students to spend a half-day each week in a child care center or school; some of the field experience can be completed in worksite locations. Twenty-five the hours that apply to working with families may be completed in evenings or weekends. In addition, the student must spend a minimum of 12 weeks in full-time student teaching.

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

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

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

**Degree Program**

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

**Campus Locations**

- Lincoln Park

**Certification**

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

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelors degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

**Advanced Standing**

Students are *conditionally* admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

**Degree Requirements**
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

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

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

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

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

Heath, Safety and Child Nutrition requirement:
Candidates should be prepared to document course or other experience that shows they meet the knowledge
Candidates should be prepared to document course or other experience that shows they meet the knowledge and skills to provide experiences for young, which appreciates the interrelationships among child, family and the areas of health, safety and nutrition. Candidates should demonstrate comprehension of the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. In addition, candidates are expected to demonstrate understanding of cultural issues and special needs of children with health impairments. Finally candidates should be familiar with the knowledge and application of practices that promote good nutrition, dental health, physical, social and emotional well being of young children. This competency can be met with ECE 298 Child Care Health Safety and Nutrition, a transferred equivalent, or by individual competency experience with a full-time early childhood faculty member.

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

Pre-Education Introductory Courses: 18 quarter hours required

Required:
EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)
SCG 404 Human Development and Learning: The Early Years (T&L 400 is co-requisite)
T&L 400 Clinical Experiences with Infants & Toddlers (SCG 404 is co-requisite; 1 quarter hour)
T&L 401 Clinical Experiences in Early Language and Literacy Development (T&L 431 is co-requisite; 1 quarter hour)
T&L 421 Children & Family in the Multicultural Community
T&L 423 Understanding Young Childrens Behavior
T&L 431 Early Language & Literacy Development (T&L 401 is co-requisite)

Advanced Standing Courses: 30 quarter hours required

T&L 402 Clinical Experiences with Preschoolers (T&L 432 is co-requisite; 1 quarter hour)
T&L 403 Clinical Experiences in Primary Grades (T&L 410 is co-requisite; 1 quarter hour)
T&L 410 Childrens Literature & Family Literacy (T&L 403 is co-requisite)
T&L 411 Assessment in Early Childhood Special Education
T&L 420 Math and Science in Early Childhood
T&L 427 Young Exceptional Child
T&L 432 Early Childhood Curriculum Strategies and Philosophy (T&L 402 is co-requisite)
SCG 410 Introduction to Research: Purposes, Issues and Methodologies
Choose one of the following:
SCG 408 Education and Society
SCG 409 Sociology of Education
SCG 411 Philosophy of Education

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

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

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

Clinical Requirements:
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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:** 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.
T&L 595 Early Childhood Student Teaching (6 hours, grade of B- or better required)
T&L 596 Early Childhood Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

**Master of Arts (M.A.) Degree Requirements:** 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.
T&L 589 Thesis Research in Teaching and Learning

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

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

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website: [http://www.isbe.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.htm).

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

**Courses in Special Education (Special Education Endorsement for Type 04 students)**
LSI 431 Foundations of Literacy: Assessment and Instruction
LSI 475 Methods of Teaching Early Childhood Education Students with Low Incidence Disabilities
LSI 476 Special Education Curriculum and Strategies for Early Childhood: High Incidence Disabilities
LSI 597 Early Childhood Education Special Education Practicum

**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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course).

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

College of Education - Graduate Studies » College of Education Departments » Department of Teacher Education » Early Childhood Bilingual ESL Endorsement

**Early Childhood Bilingual ESL Endorsement**

The Early Childhood Bilingual/ESL Endorsement is available within the Department of Teacher Education for certified Early Childhood teachers. It is also available to first certificate early childhood T&L ECE majors as an elective sequence of courses. It is designed to enhance early childhood educators knowledge of the instructional strategies and curricula to suit the needs of young English Language Learners and their families. Course content will help participants learn how to assess and provide appropriate instruction and program to enhance the development and promote learning for young learners and their families. Participants may receive only the Bilingual ESL Endorsement, or may pursue a Masters degree in Teaching and Learning or in Bilingual Bicultural Education.

**Campus Location**
- Lincoln Park
- Loop

**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
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.

**Admission Requirements**

- A completed College of Education graduate application
- One official transcript from all colleges and/or universities attended
- A copy of valid teaching certificate
- Two letters of recommendation from professors or supervisors
- Statement of purpose indicating professional development goals and related experience (750 words)
- Résumé or curriculum vitae showing evidence or adequate background for program
- The admission process may also include an interview with program faculty

Illinois State Board of Education requirements for the Bilingual ESL endorsement include:

**Requirements for Primary Grades English as a Second Language Endorsement**

Persons seeking this endorsement must have a total of 18 semester hours of coursework required below and meet the other requirements:

- A valid Illinois teaching certificate.
- ESL clinical experience equal to 100 clock hours or three months teaching experience with ESL students.
- Credits totaling 18 semester hours distributed among the following course areas.
  - a. Linguistics
  - b. Theoretical Foundations of Teaching ESL
  - c. Assessment of the Bilingual Student
  - d. Methods and Materials for Teaching ESL
  - e. Cross-Cultural Studies for Teaching Limited-English-Proficient Student

**Requirements for Primary Grades Bilingual Endorsement**

Persons seeking this endorsement must have a total of 18 semester hours of coursework required below and meet the other requirements:

- A valid Illinois teacher certificate.
- Bilingual clinical experience totaling 100 clock hours or three months teaching experience in bilingual programs.
- Successful completion of a language examination in the non-English language to be taught.
- Credits totaling 18 semester hours distributed among the following course areas:
  - a. Foundations of Bilingual Education
  - b. Assessment of Bilingual Students
  - c. Methods and Materials for Teaching Limited-English-Proficient Students in Bilingual Programs
  - d. Cross-Cultural Studies for Teaching Limited-English-Proficient Students
  - e. Methods and Materials for Teaching English as a Second Language

To receive a bilingual or ESL teacher endorsement, you may apply as part of the degree process or if you are not seeking a degree you must apply directly to ISBE. Further information about ISBE requirements is available at [www.isbe.net](http://www.isbe.net).

Once admitted to the Bilingual/ESL Early Childhood endorsement program, students should follow the sequence of courses listed below:

- **BBE 408** Bilingual Early Childhood Development Theoretical Foundations
- **BBE 409** English as a Second Language Instructional Foundations in Early Childhood Settings
- **T&L 440** Early Childhood Education Cross-Cultural Studies
- **T&L 441** Early Childhood Methods and Materials for English
Endorsement Application
Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and certification tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE. All certification guidelines, rules, and requirements can be found on their website at [www.isbe.net](http://www.isbe.net).

College of Education - Graduate Studies ▶ College of Education Departments ▶ Department of Teacher Education ▶ Elementary Education

**Elementary Education**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

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

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

**Degree Program**

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

**Campus Locations**

- Lincoln Park
- Naperville

**Certification**

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

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelors degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
• One official transcript from each college or university attended
• Statement of purpose (see application for details)
• Interview with faculty program advisor, upon request
• Evidence of adequate background for the program including strong writing skills
• Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
• Submit a petition for advanced standing form

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

Degree Requirements

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

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, language arts, and math. Test is required to qualify for Advanced Standing.
- Elementary/Middle Grades Content Area Test (test #110) assesses knowledge of language arts and literacy, mathematics, science, social sciences, the arts, health, and physical education. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #102, grade 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 lab settings in conjunction with education courses. Students are required to register for one lab for designated paired course. For example, during the first quarter of the program students must register for T&L 404 and SCG 403 plus one field experience lab. During the quarter when students take T&L 413 and LSI 446, a public school that services students with special needs is required. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. **Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.** For details on requirements, expectations, documentation, & courses in your program that require hours, visit http://education.depaul.edu/currentstudents/fieldexperiences/index.asp.

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

* DePaul alumni that have taken LSP 120 or ISP 120 can receive credit towards the math requirement.

**Pre-Education Introductory Courses:** 17 quarter hours required

*Required:*

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

T&L 404 Introduction to Elementary Education

SCG 403 Human Development and Learning: Elementary

T&L 583 Field Experience Lab (I)

T&L 418 Learning Through the Arts

*Choose one of the following:*

SCG 408 Education and Society

SCG 409 Sociology of Education

SCG 411 Philosophy of Education

**Advanced Standing Courses:** 31 quarter hours required

T&L 412 Emerging Reading & Language Arts

T&L 416 Teaching Elementary Math Child

T&L 583 Field Experience Lab (II)

LSI 446 Psychology and Education of the Exceptional

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

T&L 583 Field Experience Lab (public school setting required)

T&L 415 Teaching Elementary Science

T&L 419 Curriculum and Strategies: Social Science

T&L 584 Pre-Student Teaching Field Experience

T&L 422 Classroom Assessment
Student Teaching Requirements
Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

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

Clinical Requirements:
- Successful completion of 3 labs and pre-student teaching field experience
- Satisfactory academic and dispositional evaluations from field experiences
- Successful background check information per partnering school requirements
- 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: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.
T&L 585 Elementary Student Teaching (6 hours, grade of B- or better required)
T&L 586 Elementary Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Recommended/Optional Course:
SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.
SCG 439 Philosophy & Psychology of Middle Level Education

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.
T&L 589 Thesis Research in Teaching and Learning

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

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

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

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

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course).

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/](http://education.depaul.edu/)

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

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**Secondary Education Biology**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools.
In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

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

**Campus Locations**
- Lincoln Park

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

**Admission Requirements for Pre-Education Status**
- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

**Advanced Standing**

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

**Degree Requirements**
**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.)
- 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

**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 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit [http://education.depaul.edu/currentstudents/fieldexperiences/index.asp](http://education.depaul.edu/currentstudents/fieldexperiences/index.asp).

**Content Area Courses**

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

Requirements for Secondary Education Biology include:
*Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.*

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

**Pre-Education Introductory Courses:** 16 quarter hours required

*Required:*
- **EDU 025** Basic Technology Literacy (non-credit, non-tuition, PA grade required)
- **T&L 424** Introduction to Secondary Education
- **T&L 425** Professional Practice in Secondary Schools (Prerequisite: T&L 424)
- **SCG 406** Human Development and Learning: Secondary

*Choose one of the following:*
- **SCG 408** Education and Society
- **SCG 409** Sociology of Education
- **SCG 411** Philosophy of Education

**Advanced Standing Courses:** 16 quarter hours required

- **SCG 410** Introduction to Research: Purposes, Issues and Methodologies
- **LSI 446** Psychology and Education of the Exceptional Child
- **T&L 525** Reading, Writing and Communicating Across the Curriculum
- **T&L 439** Methods of Secondary Science Education **

**Note:** Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.

**Graduate Level Content Area Courses:** 12 quarter hours required

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

- **BIO 300 or 400 level biology course 1**
- **BIO 300 or 400 level biology course 2**
- **BIO 300 or 400 level biology course 3**

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

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

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)
T&L 591 Secondary Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 484 for T&L 611.

Recommended/Optional Course:
SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.
SCG 439 Philosophy & Psychology of Middle Level Education

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.
T&L 589 Thesis Research in Teaching and Learning

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

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website: [http://www.isbe.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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/](http://education.depaul.edu/)

**Certification**

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

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

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

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

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

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

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

Degree Program

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

Campus Locations

- Lincoln Park

Certification

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

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

Degree Requirements

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

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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. 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
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Chemistry include:
Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

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

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
- Applied Probability and Statistics (2 qh)
- Chemistry Seminar (2qh)
- Calculus I
- Calculus II
- Calculus III
- General Physics I
- General Physics II
- General Physics III

Choose three of the following Chemistry courses: 12 quarter hours

- Organic Chemistry III
- Air Chemistry
- Solid Waste Chemistry
- Physical Chemistry III
- Intermediate Inorganic Chemistry
- Intermediate Organic Chemistry
- Biochemistry I
- Biochemistry II
- Biochemistry III
- Nuclear Chemistry
- Biophysical Chemistry
- Medicinal Chemistry
- Drugs and Toxicology
- Nutrition
Pre-Education Introductory Courses: 16 quarter hours required

Required:
- EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)
- T&L 424 Introduction to Secondary Education
- T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)
- SCG 406 Human Development and Learning: Secondary

Choose one of the following:
- SCG 408 Education and Society
- SCG 409 Sociology of Education
- SCG 411 Philosophy of Education

Advanced Standing Courses: 16 quarter hours required

SCG 410 Introduction to Research: Purposes, Issues and Methodologies
LSI 446 Psychology and Education of the Exceptional Child
T&L 525 Reading, Writing and Communicating Across the Curriculum
T&L 439 Methods of Secondary Science Education

**Note:** Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.

Graduate Level Content Area Courses: 12 quarter hours required

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

- CHE 300 or 400 level chemistry course 1
- CHE 300 or 400 level chemistry course 2
- CHE 300 or 400 level chemistry course 3

Student Teaching Requirements

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

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

Clinical Requirements:
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. EDU 095
Registration in student teaching requires completion of all requirements and procedures above. **EDU 095** indicates to the Illinois State Board of Education that all field experience hours are complete. **T&L 590** Secondary Student Teaching (6 hours, grade of B- or better required) **T&L 591** Secondary Seminar (2 hours) **EDU 095** Field Experience (non-credit, non-tuition, PA grade required)

**Induction Course:** 4 quarter hours required  
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul. **T&L 611** Induction into the Teaching Profession (required) **

**Note:** Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 484 for T&L 611.

**Recommended/Optional Course:**  
SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required. **SCG 439** Philosophy & Psychology of Middle Level Education

**Master of Arts (M.A.) Degree Requirements:** 4 quarter hours required  
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required. **T&L 589** Thesis Research in Teaching and Learning

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

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website: [http://www.isbe.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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 the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

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

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

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

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

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

Secondary Education 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.
The program includes five distinctive features:

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

Degree Program

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

Campus Locations

- Lincoln Park

Certification

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

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

**Degree Requirements**

**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

**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 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit
Content Area Courses
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

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

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

Pre-Education Introductory Courses: 16 quarter hours required
*Required:*
- EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)
- T&L 424 Introduction to Secondary Education
- T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)
- SCG 406 Human Development and Learning: Secondary
*Choose one of the following:*
- SCG 408 Education and Society
- SCG 409 Sociology of Education
- SCG 411 Philosophy of Education

Advanced Standing Courses: 24 quarter hours required

- SCG 410 Introduction to Research: Purposes, Issues and Methodologies
- LSI 446 Psychology and Education of the Exceptional Child
- T&L 525 Reading, Writing and Communicating Across the Curriculum
- T&L 426 Teaching Writing **
- T&L 428 Teaching Literature **
- T&L 429 Teaching Young Adult Literature

**Note:** Students matriculating in Fall 2012, and currently enrolled students who have not yet taken T&L 426 and T&L 428 are advised to substitute TCH 471 and TCH 481 for T&L 426 and T&L 428.

Graduate Level Content Area Course: 4 quarter hours required

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

- ENG 300 or 400 level English course

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

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

*Clinical Requirements:*
• Completion of all required field experiences
• Three satisfactory evaluations in field experiences
• Three satisfactory faculty recommendations
• Attendance at mandatory meeting for student teaching
• Application for student teaching, resume, transcripts, and writing sample (check deadlines)
• Review and approval by Student Teaching Committee of the 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: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.
T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)
T&L 591 Secondary Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.
T&L 611 Induction into the Teaching Profession (required) **
**Note: Beginning Fall 2012, students may take T&L 611 the quarter before their student teaching, or take TL 611 after student teaching. Students who have already student taught will have priority in registering for TL 611, so that their graduation is not delayed.
Students matriculating Fall 2012 will take TCH 495 in place of TL 611. TCH 495 is an Advanced Standing course. Beginning in Winter 2013, currently enrolled students with Advanced Standing are advised to substitute TCH 495 for TL 611, if it fits their schedule to do so. TCH 495 will be offered each year in Winter quarter.

Recommended/Optional Course:
SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.
SCG 439 Philosophy & Psychology of Middle Level Education

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.
T&L 589 Thesis Research in Teaching and Learning

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

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website: http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course).

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

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

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

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net. Please consult the DePaul Graduate Student Handbook section, COE Graduate Student Handbook, and the Teacher Education Student Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.
The 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

**Degree Program**

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

**Campus Locations**

- Lincoln Park

**Certification**

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

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

**Advanced Standing**

Students are *conditionally* admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
Submit a petition for advanced standing form

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

Degree Requirements

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

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 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. 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**

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

Requirements for Secondary Education Environmental Science include:

*Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.*

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III
- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Rhetoric and Politics
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis
- Plus three courses on Environmental Sciences at the Graduate Level, as noted below in the Graduate Content Area

**Pre-Education Introductory Courses:** 16 quarter hours required

*Required:*

- **EDU 025** Basic Technology Literacy (non-credit, non-tuition, PA grade required)
- **T&L 424** Introduction to Secondary Education
- **T&L 425** Professional Practice in Secondary Schools (Prerequisite: T&L 424)
- **SCG 406** Human Development and Learning: Secondary

*Choose one of the following:*

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

**Advanced Standing Courses:** 24 quarter hours required

- **SCG 410** Introduction to Research: Purposes, Issues and Methodologies
- **LSI 446** Psychology and Education of the Exceptional Child
- **T&L 525** Reading, Writing and Communicating Across the Curriculum
- **T&L 439** Methods of Secondary Science Education **

**Note:** Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.

**Graduate Level Content Area Courses:** 12 quarter hours required

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

- **ENV 300 or 400** level environmental science course 1
- **ENV 300 or 400** level environmental science course 2
- **ENV 300 or 400** level environmental science course 3
Student Teaching Requirements
Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

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

Clinical Requirements:
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)
T&L 591 Secondary Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 484 for T&L 611.

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

SCG 439 Philosophy & Psychology of Middle Level Education

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

T&L 589 Thesis Research in Teaching and Learning

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

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list...
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.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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](http://campus.depaul.edu). 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](http://academic.depaul.edu). 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](http://education.depaul.edu).

**Certification**

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

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

All individuals must meet ISBE requirements in place at the time of application for the certificate.
All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE. Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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

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

Secondary Education History

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

Degree Program

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

Campus Locations

- Lincoln Park

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

Admission Requirements for Pre-Education Status

• A completed College of Education graduate application
• A bachelor’s degree conferred by an accredited, recognized institution
• A previous grade point average of 2.75 or above on a 4.0 scale
• Two letters of recommendation from professors or supervisors
• One official transcript from each college or university attended
• Statement of purpose (see application for details)
• Interview with faculty program advisor, upon request
• Evidence of adequate background for the program
• Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
• Submit a petition for advanced standing form

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

Degree Requirements

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,
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

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 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. 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
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education History include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

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

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

- Geography
- Economics
- Political Science
- Sociology/Anthropology

Pre-Education Introductory Courses: 16 quarter hours required

Required:
- EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)
- T&L 424 Introduction to Secondary Education
- T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)
SCG 406 Human Development and Learning: Secondary
Choose one of the following:
SCG 408 Education and Society
SCG 409 Sociology of Education
SCG 411 Philosophy of Education

Advanced Standing Courses: 20 quarter hours required
SCG 410 Introduction to Research: Purposes, Issues and Methodologies
LSI 446 Psychology and Education of the Exceptional Child
T&L 525 Reading, Writing and Communicating Across the Curriculum
T&L 453 Teaching History & Social Science in Secondary Schools **
T&L 455 Readings in American History

**Note:** Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 453 are advised to substitute TCH 472 for this course.

Graduate Level Content Area Courses: 8 quarter hours required
Two courses in History or the Social Sciences at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.
HST 300 or 400 level history or social science course 1
HST 300 or 400 level history or social science course 2

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

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

Clinical Requirements:
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences

Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.
T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)
T&L 591 Secondary Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)
Induction Course: 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 482 for T&L 611.

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

SCG 439 Philosophy & Psychology of Middle Level Education

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

T&L 589 Thesis Research in Teaching and Learning

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

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website: http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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
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 the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

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

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

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

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

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

Secondary Education Mathematics

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

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

Campus Locations
- Lincoln Park

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

Admission Requirements for Pre-Education Status
- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

Degree Requirements

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

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 to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at [http://www.icts.nesinc.com/](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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit [http://education.depaul.edu/currentstudents/fieldexperiences/index.asp](http://education.depaul.edu/currentstudents/fieldexperiences/index.asp).

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

Requirements for Secondary Education Mathematics include:

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

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

Pre-Education Introductory Courses: 16 quarter hours required

**Required:**
- EDU 025 Basic Technology Literacy (non-credit, non-tuition, PA grade required)
- T&L 424 Introduction to Secondary Education
- T&L 425 Professional Practice in Secondary Schools (Prerequisite: T&L 424)
- SCG 406 Human Development and Learning: Secondary

Choose one of the following:
- SCG 408 Education and Society
- SCG 409 Sociology of Education
- SCG 411 Philosophy of Education

Advanced Standing Courses: 16 quarter hours required

- SCG 410 Introduction to Research: Purposes, Issues and Methodologies
- LSI 446 Psychology and Education of the Exceptional Child
- T&L 525 Reading, Writing and Communicating Across the Curriculum
- T&L 436 Teaching and Learning Secondary School Mathematics **

**Note:** Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 436 are advised to substitute TCH 473 for this course.

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

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

- MAT 300 or 400 level math course 1
- MAT 300 or 400 level math course 2
- MAT 300 or 400 level math course 3

Student Teaching Requirements

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

**Academic Requirements:**

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

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)
T&L 591 Secondary Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 483 for T&L 611.

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

SCG 439 Philosophy & Psychology of Middle Level Education

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

T&L 589 Thesis Research in Teaching and Learning

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

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website: http://www.isbe.state.il.us/certification/html/endorsement.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 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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test
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.

**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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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/](http://education.depaul.edu/)

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

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

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

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

All certification guidelines, rules, and requirements can be found on their website at [www.isbe.net](http://www.isbe.net).

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

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**Secondary Education Physics**
The Department of Teacher Education prepares Urban Professional Multicultural Educators through an
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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

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

**Campus Locations**
- Lincoln Park

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

**Admission Requirements for Pre-Education Status**
- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

**Advanced Standing**

Students are *conditionally* admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

Degree Requirements

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

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 to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at
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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit [http://education.depaul.edu/currentstudents/fieldexperiences/index.asp](http://education.depaul.edu/currentstudents/fieldexperiences/index.asp).

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

Requirements for Secondary Education Physics include:
*Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.*

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

Pre-Education Introductory Courses: 16 quarter hours required
*Required:*
**EDU 025** Basic Technology Literacy (non-credit, non-tuition, PA grade required)
**T&L 424** Introduction to Secondary Education
**T&L 425** Professional Practice in Secondary Schools (Prerequisite: T&L 424)
**SCG 406** Human Development and Learning: Secondary
*Choose one of the following:*
**SCG 408** Education and Society
**SCG 409** Sociology of Education
**SCG 411** Philosophy of Education

Advanced Standing Courses: 16 quarter hours required
**SCG 410** Introduction to Research: Purposes, Issues and Methodologies
**LSI 446** Psychology and Education of the Exceptional Child
**T&L 525** Reading, Writing and Communicating Across the Curriculum
**T&L 439** Methods of Secondary Science Education **

**Note:** Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.

Graduate Level Content Area Courses: 12 quarter hours required, grade of C or better required
Three courses in Physics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your
Student Teaching Requirements
Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

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

Clinical Requirements:
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.
T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)
T&L 591 Secondary Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.
T&L 611 Induction into the Teaching Profession (required) **

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 484 for T&L 611.

Recommended/Optional Course:
SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.
SCG 439 Philosophy & Psychology of Middle Level Education

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.
T&L 589 Thesis Research in Teaching and Learning
Endorsements
An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website: [http://www.isbe.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

Certification
Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.
Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

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

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

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

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

Secondary Education Social Science

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

Degree Program

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

Campus Locations
- Lincoln Park

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

Admission Requirements for Pre-Education Status
- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

Degree Requirements

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

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 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. 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
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Social Science include:
*Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.*

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

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

- Geography
- Economics
- Political Science
- Sociology/Anthropology
Pre-Education Introductory Courses: 16 quarter hours required

Required:
- **EDU 025** Basic Technology Literacy (non-credit, non-tuition, PA grade required)
- **T&L 424** Introduction to Secondary Education
- **T&L 425** Professional Practice in Secondary Schools (Prerequisite: T&L 424)
- **SCG 406** Human Development and Learning: Secondary

Choose one of the following:
- **SCG 408** Education and Society
- **SCG 409** Sociology of Education
- **SCG 411** Philosophy of Education

Advanced Standing Courses: 20 quarter hours required

- **SCG 410** Introduction to Research: Purposes, Issues and Methodologies
- **LSI 446** Psychology and Education of the Exceptional Child
- **T&L 453** Teaching History & Social Science in Secondary Schools
- **T&L 455** Readings in American History

**Note:** Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 453 are advised to substitute TCH 472 for this course.

Graduate Level Content Area Courses: 8 quarter hours required

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

- **HST** 300 or 400 level history or social science course 1
- **HST** 300 or 400 level history or social science course 2

Student Teaching Requirements

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

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

**Clinical Requirements:**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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:** 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures above. **EDU 095** indicates to the Illinois State Board of Education that all field experience hours are complete.
**T&L 590** Secondary Student Teaching (6 hours, grade of B- or better required)

**T&L 591** Secondary Seminar (2 hours)

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

**Induction Course:** 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

**Note:** Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 482 for T&L 611.

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

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

**Master of Arts (M.A.) Degree Requirements:** 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

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

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

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website: [http://www.isbe.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

** For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
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 the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

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

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

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

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

Secondary Education Visual Arts

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

**Degree Program**

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

**Campus Locations**

- Lincoln Park

**Certification**

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

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

**Advanced Standing**

Students are *conditionally* admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

**Degree Requirements**

**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

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

- Basic Skills (test #096) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Visual Arts Content Area Test (test #145) assesses knowledge of elements, principles, and expressive features of visual arts. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

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

Field Experiences
Each student seeking certification from the 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. 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
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student...
Requirements for Secondary Education Visual Arts include:

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

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

**Pre-Education Introductory Courses:** 16 quarter hours required

*Required:*
- **EDU 025** Basic Technology Literacy (non-credit, non-tuition, PA grade required)
- **T&L 424** Introduction to Secondary Education
- **T&L 425** Professional Practice in Secondary Schools (Prerequisite: T&L 424)
- **SCG 406** Human Development and Learning: Secondary

*Choose one of the following:*
- **SCG 408** Education and Society
- **SCG 409** Sociology of Education
- **SCG 411** Philosophy of Education

**Advanced Standing Courses:** 24 quarter hours required

- **SCG 410** Introduction to Research: Purposes, Issues and Methodologies
- **LSI 446** Psychology and Education of the Exceptional Child
- **T&L 525** Reading, Writing and Communicating Across the Curriculum
- **T&L 465** Art and Pedagogy
- **T&L 466** Teacher as Artist
- **T&L 565** Independent Studio Topics

**Graduate Level Content Area Courses:** 4 quarter hours required

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

- **ART 300 or 400** level art history or multimedia course

**Student Teaching Requirements**

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

**Academic Requirements:**

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

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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:** 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 Secondary Student Teaching (6 hours, grade of B- or better required)
- T&L 591 Secondary Seminar (2 hours)
- EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

**Induction Course:** 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

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

- SCG 439 Philosophy & Psychology of Middle Level Education

**Master of Arts (M.A.) Degree Requirements:** 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 Thesis Research in Teaching and Learning

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

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website: [http://www.isbe.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.
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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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 the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

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

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

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

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

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

College of Education - Graduate Studies ▶ College of Education Departments ▶ Department of Teacher Education ▶ World Language Education Arabic

World Language Education Arabic
The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and
effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

Degree Program

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

Campus Locations

- Lincoln Park

Certification

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

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
• Submit a petition for advanced standing form

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

**Degree Requirements**

**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

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

• Basic Skills (test #096) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
• Foreign Language: Arabic Content Area Test (test #137) assesses knowledge of the Arabic language and culture. Test is required before Student Teaching (deadlines apply).
• Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

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

**Field Experiences**
Each student seeking certification from the 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit http://education.depaul.edu/currentstudents/fieldexperiences/index.asp.

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

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

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

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

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

**Pre-Education Introductory Courses:** 16 quarter hours required
*Required:*
- **EDU 025** Basic Technology Literacy (non-credit, non-tuition)
- **SCG 406** Human Development and Learning: Secondary
- **T&L 404** Introduction to Elementary Education
- **T&L 425** Professional Practice in Secondary Schools
*Choose one of the following:*
- **SCG 408** Education and Society
- **SCG 409** Sociology of Education
- **SCG 411** Philosophy of Education

**Advanced Standing Courses:** 28 quarter hours required
- **BBE 560** Second Language Acquisition
- **BBE 571** Integrating Content in World Language Instruction
- **T&L 430** Teaching Literacy K-12
- **T&L 449** Teaching Modern Languages Secondary
- **T&L 450** Teaching Modern Languages Elementary
- **SCG 410** Introduction to Research: Purposes, Issues and Methodologies
- **LSI 446** Psychology and Education of the Exceptional Child

**Graduate Level Content Area Courses:** 4 quarter hours required
One course in Arabic at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.
- **ARB** 300-600 level Arabic course
**Student Teaching Requirements**

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

**Academic Requirements:**

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

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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:** 8 quarter hours required

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

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

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

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

**Induction Course:** 4 quarter hours required

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

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

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

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

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

**Recommended/Optional Course:**

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

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

**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.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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 the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.
Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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

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

World Language Education Chinese

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

Degree Program

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

Campus Locations

- Lincoln Park

Certification

- Type 10 Special Chinese (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved
Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 to take courses in the Advanced Standing category.

Advanced Standing requirements are:

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

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

Degree Requirements

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
* 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

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

Registration, testing schedules, and fees for ISBE certification tests are available at [http://www.icts.nesinc.com](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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit [http://education.depaul.edu/currentstudents/fieldexperiences/index.asp](http://education.depaul.edu/currentstudents/fieldexperiences/index.asp)

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

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website at [http://education.depaul.edu/](http://education.depaul.edu/)

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

Requirements for World Language Education Chinese include:

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

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

### Pre-Education Introductory Courses: 16 quarter hours required

**Required:**

- **EDU 025** Basic Technology Literacy (non-credit, non-tuition)
- **SCG 406** Human Development and Learning: Secondary
- **T&L 404** Introduction to Elementary Education
T&L 425 Professional Practice in Secondary Schools

Choose one of the following:

SCG 408 Education and Society
SCG 409 Sociology of Education
SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required
BBE 560 Second Language Acquisition
BBE 570 Integrating Content in World Language Instruction
T&L 430 Teaching Literacy K-12
T&L 449 Teaching Modern Languages Secondary
T&L 450 Teaching Modern Languages Elementary
SCG 410 Introduction to Research: Purposes, Issues and Methodologies
LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required
One course in Chinese at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.
CHN 300-600 level Chinese course

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

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

Clinical Requirements:
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.
T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)
T&L 593 World Language Education Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

**Masters of Arts (M.A.) Degree Requirements:** 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

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

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

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

**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.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course).

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](http://www.DePaul.edu). 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/](http://education.depaul.edu/)

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

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

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

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

All certification guidelines, rules, and requirements can be found on their website at [www.isbe.net](http://www.isbe.net)

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

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**World Language Education French**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in todays 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete
Those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

Degree Program

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

Campus Locations

- Lincoln Park

Certification

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

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

Degree Requirements

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

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

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

**Field Experiences**

Each student seeking certification from the 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit http://education.depaul.edu/currentstudents/fieldexperiences/index.asp

**Oral Proficiency Interview (OPI) Test**

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

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

**Content Area Courses**

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

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

- Advanced Grammar & Composition I
- Advanced Grammar & Composition I
- Advanced Conversation I or II
- Intro to French Literature I
- Intro to French Literature II
- 20th Century French Literature
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Phonology & Phonetics
- Culture in the Classroom

**Pre-Education Introductory Courses:** 16 quarter hours required

*Required:
EDU 025 Basic Technology Literacy (non-credit, non-tuition)
SCG 406 Human Development and Learning: Secondary
T&L 404 Introduction to Elementary Education
T&L 425 Professional Practice in Secondary Schools

Choose one of the following:

- SCG 408 Education and Society
- SCG 409 Sociology of Education
- SCG 411 Philosophy of Education

**Advanced Standing Courses:** 28 quarter hours required

BBE 560 Second Language Acquisition
BBE 570 Integrating Content in World Language Instruction
T&L 430 Teaching Literacy K-12
T&L 449 Teaching Modern Languages Secondary
T&L 450 Teaching Modern Languages Elementary
SCG 410 Introduction to Research: Purposes, Issues and Methodologies
LSI 446 Psychology and Education of the Exceptional Child

**Graduate Level Content Area Courses:** 4 quarter hours required

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

FCH 300-600 level French course

**Student Teaching Requirements**

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

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

**Clinical Requirements:**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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:** 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

**T&L 592** World Language Education Student Teaching (6 hours, grade of B- or better required)
**T&L 593** World Language Education Seminar (2 hours)
**EDU 095** Field Experience (non-credit, non-tuition, PA grade required)

**Induction Course:** 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

**Masters of Arts (M.A.) Degree Requirements:** 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

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

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

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

**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.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

** For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.
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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course).

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 the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

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

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

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

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

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

World Language Education German
The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in todays
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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

**Degree Program**

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

**Campus Locations**

- Lincoln Park

**Certification**

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

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

**Advanced Standing**

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

**Degree Requirements**

**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

**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, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: German Content Area Test (test #128) - assesses knowledge of the German language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) - assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at [http://www.icts.nesinc.com/](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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit http://education.depaul.edu/currentstudents/fieldexperiences/index.asp.

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

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

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

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

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Pre-Education Introductory Courses: 16 quarter hours required
Required:
- EDU 025 Basic Technology Literacy (non-credit, non-tuition)
- SCG 406 Human Development and Learning: Secondary
- T&L 404 Introduction to Elementary Education
- T&L 425 Professional Practice in Secondary Schools
Choose one of the following:
- SCG 408 Education and Society
- SCG 409 Sociology of Education
- SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required
- BBE 560 Second Language Acquisition
- BBE 570 Integrating Content in World Language Instruction
- T&L 430 Teaching Literacy K-12
- T&L 449 Teaching Modern Languages Secondary
- T&L 450 Teaching Modern Languages Elementary
- SCG 410 Introduction to Research: Purposes, Issues and Methodologies
- LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required
One course in German at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.
- GER 300-600 level German course
**Student Teaching Requirements**
Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

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

**Clinical Requirements:**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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:** 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

**T&L 592** World Language Education Student Teaching (6 hours, grade of B- or better required)
**T&L 593** World Language Education Seminar (2 hour)
**EDU 095** Field Experience (non-credit, non-tuition, PA grade required)

**Induction Course:** 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

**Masters of Arts (M.A.) Degree Requirements:** 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

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

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

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

**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
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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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 the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

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

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

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

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

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

World Language Education Italian

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

Degree Program

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

Campus Locations

- Lincoln Park

Certification
Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

Degree Requirements

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,
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

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, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Italian Content Area Test (test #130) assesses knowledge of the Italian language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

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

Field Experiences
Each student seeking certification from the 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit http://education.depaul.edu/currentstudents/fieldexperiences/index.asp

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

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

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

Requirements for World Language Education Italian include:

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

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Pre-Education Introductory Courses: 16 quarter hours required

Required:
EDU 025 Basic Technology Literacy (non-credit, non-tuition)
EDU 025 Basic Technology Literacy (non-credit, non-tuition)
T&L 404 Introduction to Elementary Education
T&L 425 Professional Practice in Secondary Schools
Choose one of the following:
SCG 408 Education and Society
SCG 409 Sociology of Education
SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required
BBE 560 Second Language Acquisition
BBE 570 Integrating Content in World Language Instruction
T&L 430 Teaching Literacy K-12
T&L 449 Teaching Modern Languages Secondary
T&L 450 Teaching Modern Languages Elementary
SCG 410 Introduction to Research: Purposes, Issues and Methodologies
LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required
One course in graduate at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.
ITA 300-600 level Italian course

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

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

Clinical Requirements:
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.
T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)
T&L 593 World Language Education Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)
Induction Course: 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

T&L 589 Thesis Research in Teaching and Learning

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

SCG 439 Philosophy & Psychology of Middle Level Education

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.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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](http://www.isbe.state.il.us/certification/html/endorsement.htm). Select FOR STUDENTS, then GRADUATION, then
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 the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a masters degree is not.

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

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

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

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

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

World Language Education Japanese

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.
The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student’s choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Degree Program

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

Campus Locations

- Lincoln Park

Certification

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

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

Degree Requirements

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.

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, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Japanese Content Area Test (test #131) - assesses knowledge of the Japanese language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) - assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

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

Field Experiences
Each student seeking certification from the 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit http://education.depaul.edu/currentstudents/fieldexperiences/index.asp

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

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

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

Requirements for World Language Education Japanese include:
Requirements for World Language Education Japanese include:

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

- Advanced Japanese I
- Advanced Japanese II
- Advanced Japanese III
- Advanced Discussion & Reading I
- Advanced Discussion & Reading II
- Advanced Discussion & Reading III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

**Pre-Education Introductory Courses:** 16 quarter hours required

*Required:*
- **EDU 025** Basic Technology Literacy (non-credit, non-tuition)
- **SCG 406** Human Development and Learning: Secondary
- **T&L 404** Introduction to Elementary Education
- **T&L 425** Professional Practice in Secondary Schools

*Choose one of the following:*
- **SCG 408** Education and Society
- **SCG 409** Sociology of Education
- **SCG 411** Philosophy of Education

**Advanced Standing Courses:** 28 quarter hours required

- **BBE 560** Second Language Acquisition
- **BBE 570** Integrating Content in World Language Instruction
- **T&L 430** Teaching Literacy K-12
- **T&L 449** Teaching Modern Languages Secondary
- **T&L 450** Teaching Modern Languages Elementary
- **SCG 410** Introduction to Research: Purposes, Issues and Methodologies
- **LSI 446** Psychology and Education of the Exceptional Child

**Graduate Level Content Area Courses:** 4 quarter hours required

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

- **JPN** 300-600 level Japanese course

**Student Teaching Requirements**

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

**Academic Requirements:**

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

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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:** 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.
T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)
T&L 593 World Language Education Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

**Induction Course:** 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.
T&L 611 Induction into the Teaching Profession (required)

**Masters of Arts (M.A.) Degree Requirements:** 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.
T&L 589 Thesis Research in Teaching and Learning

**Recommended/Optional Course:**
SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.
SCG 439 Philosophy & Psychology of Middle Level Education

**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.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**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
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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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 the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

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

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

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

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

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

World Language Education Latin

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

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

**Campus Locations**
- Lincoln Park

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

**Admission Requirements for Pre-Education Status**
- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

**Advanced Standing**

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
- Submit a petition for advanced standing form

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

Degree Requirements

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

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

- Basic Skills (test #096) or TAP (test #300, or #400) - assesses knowledge of reading comprehension,
  language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Latin Content Area Test (test #133) assesses knowledge of the Latin language and
culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching
  planning, delivery, assessment, professionalism, and technology. Test is required to be certified,
  recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at

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 15 hours in
special education settings. All field experiences must be completed prior to final approval for student
teaching. Field experience hours should be entered by the student into the FEDS system when completing
courses with field experience requirements. For details on requirements, expectations, documentation, &
courses in your program that require hours, visit
http://education.depaul.edu/currentstudents/fieldexperiences/index.asp.
Oral Proficiency Interview (OPI) Test
Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test an Interview before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

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

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

Requirements for World Language Education Latin include:

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

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Pre-Education Introductory Courses: 16 quarter hours required

Required:
EDU 025 Basic Technology Literacy (non-credit, non-tuition)
SCG 406 Human Development and Learning: Secondary
T&L 404 Introduction to Elementary Education
T&L 425 Professional Practice in Secondary Schools

Choose one of the following:
SCG 408 Education and Society
SCG 409 Sociology of Education
SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required
BBE 560 Second Language Acquisition
BBE 570 Integrating Content in World Language Instruction
T&L 430 Teaching Literacy K-12
T&L 449 Teaching Modern Languages Secondary
T&L 450 Teaching Modern Languages Elementary
SCG 410 Introduction to Research: Purposes, Issues and Methodologies
LSI 446 Psychology and Education of the Exceptional Child

Graduate Level Content Area Courses: 4 quarter hours required
One course in Latin at the graduate level (Special Topics, Foreign Study, or Independent Study) is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.
LAT 300-600 level Latin course

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

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

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.
T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)
T&L 593 World Language Education Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.
T&L 611 Induction into the Teaching Profession (required)

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.
T&L 589 Thesis Research in Teaching and Learning

Recommended/Optional Course:
SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.
SCG 439 Philosophy & Psychology of Middle Level Education

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.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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 the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

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

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

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

All certification guidelines, rules, and requirements can be found on their website at www.isbe.net
Please consult the DePaul Graduate Student Handbook section, COE Graduate Student Handbook, and the Teacher Education Student Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

**World Language Education Russian**

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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

**Degree Program**

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

**Campus Locations**

- Lincoln Park

**Certification**

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

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
• Statement of purpose (see application for details)
• Interview with faculty program advisor, upon request
• Evidence of adequate background for the program
• Resume

Advanced Standing

Students are conditionally admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
• Submit a petition for advanced standing form

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

Degree Requirements

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

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Russian majors must complete the following tests:
- Basic Skills (test #096) or TAP (test #300, or #400) - assesses knowledge of reading comprehension, language arts, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Russian Content Area Test (test #134) assesses knowledge of the Russian language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

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

Field Experiences
Each student seeking certification from the 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit http://education.depaul.edu/currentstudents/fieldexperiences/index.asp

Oral Proficiency Interview (OPI) Test
Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test 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/

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

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

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Pre-Education Introductory Courses: 16 quarter hours required
Required:
EDU 025 Basic Technology Literacy (non-credit, non-tuition)
SCG 406 Human Development and Learning: Secondary
T&L 404 Introduction to Elementary Education
T&L 425 Professional Practice in Secondary Schools
Choose one of the following:
SCG 408 Education and Society
SCG 409 Sociology of Education
SCG 411 Philosophy of Education

Advanced Standing Courses: 28 quarter hours required
BBE 560 Second Language Acquisition
Graduate Level Content Area Courses: 4 quarter hours required
One course in Russian at the graduate level (Special Topics, Foreign Study, or Independent Study) is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.
RUS 300-600 level Russian course

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

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

Clinical Requirements:
• Completion of all required field experiences
• Three satisfactory evaluations in field experiences
• Three satisfactory faculty recommendations
• Attendance at mandatory meeting for student teaching
• Application for student teaching, resume, transcripts, and writing sample (check deadlines)
• Review and approval by Student Teaching Committee of the 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: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.
T&L 592 World Language Education Student Teaching (6 hours, grade of B- or better required)
T&L 593 World Language Education Seminar (2 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.
T&L 611 Induction into the Teaching Profession (required)

Masters of Arts (M.A.) Degree Requirements: 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.
T&L 589 Thesis Research in Teaching and Learning

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

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

**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.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). 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](https://campus.depaul.edu/). 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](https://depaul.edu/academics/). 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 the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not.

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

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

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

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

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

World Language Education Spanish

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our 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 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

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

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

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

Degree Program
• Master of Arts (M.A.): 60 quarter hours
• Master of Education (M.Ed.): 56 quarter hours

**Campus Locations**

• Lincoln Park

**Certification**

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

**Admission Requirements for Pre-Education Status**

• A completed College of Education graduate application
• A bachelor's degree conferred by an accredited, recognized institution
• A previous grade point average of 2.75 or above on a 4.0 scale
• Two letters of recommendation from professors or supervisors
• One official transcript from each college or university attended
• Statement of purpose (see application for details)
• Interview with faculty program advisor, upon request
• Evidence of adequate background for the program
• Resume

**Advanced Standing**

Students are *conditionally* admitted to the College of Education as a pre-education student. 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 graduate 3.0 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 a minimum of 8 credit hours
• Submit a petition for advanced standing form

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

**Degree Requirements**

**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,
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

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, language arts, and math. Test is required to qualify for Advanced Standing.
・Foreign Language: Spanish Content Area Test (test #135) assesses knowledge of the Spanish language and culture. Test is required before Student Teaching (deadlines apply).
・Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

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

Field Experiences
Each student seeking certification from the 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit http://education.depaul.edu/currentstudents/fieldexperiences/index.asp.

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

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website at http://education.depaul.edu/Content Area Courses
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

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

・Grammar & Composition I
・Grammar & Composition II
・Advanced Conversation I or II
・Intro to Literacy Analysis in Spanish
・4 Literature/Culture Elective
・Phonology & Phonetics
Choose three of the following:

- Spanish Lit: Middle Ages to Golden Ages Literature
- Spanish Lit: Enlightenment to Present Literature
- Latin American Lit: Origin to Romanticism Lit
- Latin American Lit: Modern to Present Lit

**Pre-Education Introductory Courses:** 16 quarter hours required

*Required:

EDU 025 Basic Technology Literacy (non-credit, non-tuition)
SCG 406 Human Development and Learning: Secondary
T&L 404 Introduction to Elementary Education
T&L 425 Professional Practice in Secondary Schools

*Choose one of the following:

SCG 408 Education and Society
SCG 409 Sociology of Education
SCG 411 Philosophy of Education

**Advanced Standing Courses:** 28 quarter hours required

BBE 560 Second Language Acquisition
BBE 570 Integrating Content in World Language Instruction
T&L 430 Teaching Literacy K-12
T&L 449 Teaching Modern Languages Secondary
T&L 450 Teaching Modern Languages Elementary
SCG 410 Introduction to Research: Purposes, Issues and Methodologies
LSI 446 Psychology and Education of the Exceptional Child

**Graduate Level Content Area Courses:** 4 quarter hours required, grade of C or better required

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

**SPN** 300-600 level Spanish course

**Student Teaching Requirements**

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

**Academic Requirements:**

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

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the 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.
Instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

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

**Student Teaching:** 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

**T&L 592** World Language Education Student Teaching (6 hours, grade of B- or better required)
**T&L 593** World Language Education Seminar (2 hours)
**EDU 095** Field Experience (non-credit, non-tuition, PA grade required)

**Induction Course:** 4 quarter hours required
The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

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

**Masters of Arts (M.A.) Degree Requirements:** 4 quarter hours required
This is a Master of Arts degree requirement only. A masters thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

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

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

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

**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.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**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.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that
Application deadlines are as follows:
Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

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

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

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order.

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

Certification
Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

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

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

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

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

Please consult the DePaul Graduate Student Handbook section, COE Graduate Student Handbook, and the Teacher Education Student Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.
These are certification-only programs and do not lead to a degree. However, degree options are available, and candidates could subsequently apply to the appropriate degree program.

All courses must be taken at DePaul; no transfer credit is allowed.

General education courses are not required.

Accepted candidates are admitted to the T&L or LLSI certification-only program and upon admission have advanced standing (no additional requirements for admission to the Unit).

Accepted candidates will initially meet with a program faculty member and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the minimum requirements (as set out below).

These focused programs are subject to change during the course of the program. If assessments of the candidate's performance suggest that the program plan should have additional requirements, the program will be modified accordingly.

Accepted candidates will be required to complete student teaching at the grade level and/or content area in which the certificate is sought OR complete an intensive internship that will include extended contact hours with students at the grade level in which the certificate is sought and will include a demonstration of teaching proficiency at this grade level. The candidates faculty advisor will determine the nature of the internship.

**Admission Requirements:**

In addition to the standard requirements for admission to graduate programs, candidates must submit:

- Valid Illinois Teaching Certificate (Type 03, 04, 09, 10).
- A letter from candidates School Principal giving evidence of prior teaching experience and teaching performance (If the candidate is currently not employed as a teacher, then other evidence of prior teaching experience must be provided).
- Evidence of having passed the Illinois Basic Skills Test (If a waiver was granted for this test by ISBE due to the candidate holding a certificate in another state or if a candidate does not have evidence of having passed the test, the candidate must provide evidence of passing before the end of her or his first quarter at DPU).

**Subsequent Certificate Requirements** for the following programs are provided below:

- Early Childhood Education
- Elementary Education
- Secondary Education (English, Math, Science, History, Social Science, Visual Arts)
- World Languages Education (K-12)
- Special Education (LBS1)

Besides meeting the following requirements, each program completer is expected to demonstrate the appropriate professional dispositions. A list of those dispositions are provided below.

**Subsequent Certificate Requirements for Early Childhood Education**

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the following minimum requirements:

**Course Requirements**

A minimum of 6 courses from:

- SCG 408/409/411 Social and Cultural Foundations
- T&L 431 Early Language and Literacy Development
- T&L 432 and T&L 402 Preprimary Curriculum & Strategy and clinical experience (5 qh. total); OR a 4 qh. Practicum and one clinical experience course (5 qh. Total).
- T&L 411 Assessment in Early Childhood & T&L 403 Primary Curriculum & Strategy and clinical experience (5qh. total); OR a 4 qh. Practicum and one clinical experience course (5 qh. total)
- Select One of the following: T&L 423 Understanding Children's Behavior; T&L 410: Children's Lit. and Family Lit.; or T&L 421: Child & Family in the Multicultural Community
- T&L 420 Math & Science in Early Childhood
- T&L 427 Young Exceptional Child
- BBE 446 First and Second Language Acquisition

**Student Teaching or Internship Requirements** (to be determined by faculty advisor)

- 12 weeks of student teaching in early childhood education
- OR

1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

**Certification Requirements**

- Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Early Childhood Content Area Test
- Early Childhood APT Test
- Health & Nutrition Competency

**Subsequent Certificate Requirements for Elementary Education**

Accepted candidates will initially meet with a member of the program faculty and subsequently with
a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the following minimum requirements:

**Course Requirements**

A *minimum* of 6 courses from:
- SCG 408/409/411 Social and Cultural Foundations course
- T&L 412 Emerging Reading and Language Arts
- T&L 413 Reading in the Middle Years
- T&L 415 Elementary Science
- T&L 416 Teaching Elementary Mathematics
- T&L 419 Curriculum and Strategies for the Social Studies
- T&L 422 Classroom Assessment
- T&L 611 Induction to the Teaching Profession
- BBE 466 First and Second Language Acquisition
- BBE 474 Reading and ELLs
- BBE 402 Bilingual-Bicultural Program Design and Curriculum Development
- BBE 510 Special Topics in Language Education
- LSI 430 Introduction to Assessment of Reading and Learning Disabilities
- LSI 431 Foundations of Literacy: Assessment and Instruction I
- LSI 433 Assessment and Diagnostic Teaching of Reading and Learning Disabilities (prerequisite: LSI 430)

**Student Teaching or Internship Requirements** (to be determined by faculty advisor)
- 10 weeks of student teaching in elementary education
  OR
- 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

**Certification Requirements**
- Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Elementary Education Content Area Test
- Elementary APT Test

**Subsequent Certificate Requirements for Secondary Education**

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the following minimum requirements:

**Course Requirements**

A *minimum* of 6 courses from:
- SCG 408/409/411 Social and Cultural Foundations course
- T&L 525, T&L 530, or T&L 414 Reading/Writing Across the Curriculum
- BBE 466 First and Second Language Acquisition
- BBE 476 Biliteracy Practices: Secondary Adult
- BBE 402 Bilingual-Bicultural Program Design and Curriculum Development
- BBE 510 Special Topics in Language Education
- Content area theory & practice courses
  - English: T&L 426, 428, 429
  - Math T&L 436
  - Science T&L 439
  - History/Social Science T&L 453, 455
  - Visual Arts T&L 465, 466
- Graduate level content area courses Arts and Sciences
- T&L 611 Induction to the Teaching Profession

**Content Area Requirements**

A minimum of 32 semester hours is required in the subject area the candidate intends to teach. Deficiencies in the content area will be evaluated by program faculty. Secondary content area deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements above.

**Student Teaching or Internship Requirements** (to be determined by faculty advisor)
- 10 weeks of student teaching in secondary education
  OR
- 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

**Certification Requirements**
- Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- English, Math, Science, Social Science or Visual Arts Content Area Test
- Secondary APT Test

**Subsequent Certificate Requirements for World Language Education**

Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the following
minimum requirements:

**Course Requirements**
A minimum of 6 courses from:

- SCG 408/409/411 Social and Cultural Foundations course
- T&L 525 Reading/Writing Across the Curriculum
- BBE 560 Second and World Language Acquisition
- T&L 421 Teaching Literacy - K-12
- T&L 449 Teaching Modern Languages
- T&L 450 Methods of Teaching World Languages in the Elementary Schools
- BBE 570 Methods of Teaching Integrated World Language K-12
- BBE 466 First and Second Language Acquisition
- BBE 476 Biliteracy Practices: Secondary/Adult
- BBE 402 Bilingual-Bicultural Program Design and Curriculum Development
- BBE 510 Special Topics in Language Education
- Graduate level content courses in the world language to be taught

**Content Area Requirements**
A minimum of 32 semester hours is required in the world language the candidate intends to teach. Deficiencies in the content area will be evaluated by program faculty. World language content area deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements below

**Student Teaching or Internship Requirements** (to be determined by faculty advisor)
- 10 weeks of student teaching in world language education
  - OR
- 1 candidate-specific internship, as defined by faculty advisor (T&L 615, Research and Internship in Education)

**Certification Requirements**
- Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- ACTFL Oral Language Proficiency Interview Or DePaul Oral Language Proficiency Exam (Spanish only)
- Foreign Language Content Area Test
- Secondary APT Test

**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
Subsequent Certificate Requirements for Special Education (LBS1)
Accepted candidates will initially meet with a member of the program faculty and subsequently with a College of Education advisor who will review all credentials and determine a program that prepares the candidate to meet the teacher preparation standards for the certificate desired and that meets the following minimum requirements:

**Course Requirements**
- LSI 440 Survey of Exceptional Learners: Psychology and Education
- LSI 443 Psychological Tests and Methods of Assessment
- LSI 466 Teaching Students with High Incidence Disabilities I
- LSI 467 Teaching Students with High Incidence Disabilities II
- LSI 468 Teaching Students with Low Incidence Disabilities I
- LSI 469 Teaching Students with Low Incidence Disabilities II
- LSI 462 Strategies for Students with Disabilities I: Accessing the General Curriculum
- LSI 457 Seminar and Research in Special Education (4 qtr. credits)

**Content Area Requirements**
Because special educators must be prepared to teach a variety of subjects at a variety of grades, candidates must have a solid foundation in the content areas below. Deficiencies in the content area will be evaluated as part of the application process. Deficiencies may be taken at the undergraduate level and may require courses in addition to the minimum requirements below

1 college course in each of the following:
- Writing
- Fine Art of Literature
- Science
- Math
- US History or US Government
- Social Science

**Practicum requirements:**
LSI 552 Practicum Experience with High Incidence Disabilities
LSI 553 Practicum Experience with Low Incidence Disabilities

**Certification Requirements**
- Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- General Education Content for Special Educators
- Special Education Content Area Test
- K-12 APT Test *if not passed already*

**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.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

The TEACH Program
About The Combined Bachelor's - Master's Secondary Education Program (TEACH)

The TEACH Program provides students the opportunity to complete in five years an undergraduate degree in a core arts and science major and a Masters of Education degree with State of Illinois secondary education teaching certification in a content area related to their major. As a combined degree program of the College of Liberal Arts and Social Sciences, the College of Science and Health, and the College of Education, the Program is collaboratively governed and coordinated by faculty from all 3 units.

The Program is designed to draw on the expertise of LAS and CSH faculty who teach in the majors of English, Mathematics, History, the Sciences, and Social Sciences to ensure strong content knowledge preparation of students and facilitate the transition from being learners of content to teachers of content to diverse adolescent populations. The Program also draws on the expertise of faculty in the COEs Secondary Education Program and Educational Policy Studies and Research Department to immerse students into essential issues and themes of education and theories and practices of teaching and learning. Such issues as educational inequality, politics of schooling, identity politics, social justice, identity development inside and beyond formal school settings, historical, cognitive, sociocultural, and sociopolitical nature of human development and society are integrated with issues of pedagogical content knowledge, critical pedagogy, constructivist teaching practices, theories of teaching and learning, curriculum development, and professional practice. Ensuring that students understand all these issues is integral to the Program design and delivery and to the preparation of teachers.

The measure of the academic quality of the Program relies on clearly articulated features of exemplary teacher-education programs. These include:

- a common, clear vision of good teaching that permeates all coursework and clinical experiences;
- a well-defined standard of professional practice and performance;
- a strong core curriculum taught in the context of practice and including understanding of human development and learning, social and cultural contexts, curriculum assessment, and subject-matter pedagogy;
- an extended clinical experience that supports ideas presented in coursework;
- an extensive use of case methods, teacher research, performance assessments, and portfolio evaluation;
- explicit strategies to help students confront their own beliefs and assumptions about learning and students and to learn about the experiences of diverse people; and

Students may apply to the Program during the spring of their junior year. They must complete the Junior Year Experiential Course TCH 320, Exploring Teaching in an Urban High School, and meet other application criteria prior to applying. The curriculum of the Program consists of three components:

- Courses necessary to satisfy requirements for a baccalaureate degree in the College of Liberal Arts and Social Sciences or College of Science and Health in one of the following state of Illinois secondary certification content areas: English; History; Math; Sciences (Biology, Chemistry, Environmental Science, or Physics); or Social Sciences.
- A set of five courses that will be taken by students in the Program while they are still undergraduates; three of these will also fulfill graduate degree requirements. These courses will serve as a bridge to the 5th year Masters coursework.
- A fifth year of graduate courses which, together with the three double-counted courses mentioned above, will satisfy the requirements for a College of Education Masters in Education and a secondary-education certification in the students discipline.

Students will move through the program in cohorts. For some courses, TCH 402, TCH 403, T&L 492, T&L 493, T&L 494, T&L 591, and the first module of T&L 491, students will be together in cross-disciplinary groups. In the other courses, TCH 320, TCH 401, TCH 390, SCG 406, LSI 446, T&L 495, and the second module of T&L 491, students will be together in discipline-specific groups.

A full description of Program requirements for each content area can be found on the College of Education website. Students interested in the Program, may consult with Dr. Lucy Rinehart in the English Department, or Lynn Narasimhan in the Mathematics Department, or Dr. Christopher Worthman in the College of Education.

The Combined Bachelor's - Master's Secondary Education Program: Biology (TEACH)
The Combined Bachelor's - Master's Secondary Education Program: Chemistry (TEACH)
The Combined Bachelor's - Master's Secondary Education Program: Biology (TEACH)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Biology major or some other disciplinary major with a graduate level College of Education (COE) Masters in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Biology Certification. The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website. The 5th-year Masters level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Masters level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development 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 participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Combined Degree Program
- CSH (B.S.) degree: 192 quarter hours
- Masters of Education (M.Ed.): 50 quarter hours

Campus Locations
- Lincoln Park

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

Criteria for admission to the TEACH Program (during Junior Year)
- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
• Overall GPA of 3.0

Application process:

• Submit a completed COE application form
• Submit DePaul University unofficial transcripts
• Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
• Submit a 750-word essay on teaching interests and goals

A subcommittee of the Programs Coordinating Committee with expertise in the students undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Masters level coursework.

Criteria for admission to 5th year Masters year (upon completion of undergraduate major program):

• Completion of undergraduate degree audit
• Completion of TCH sequence and capstone coursework (during Senior Year)
• Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
• Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
• Maintenance of a 3.0 GPA

MEd 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

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 students 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 biological 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course 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
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Masters Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary Biology Education:
Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

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

Junior Year Coursework (4 undergraduate quarter hours required):
TCH 320 Exploring Teaching in the Urban High School (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework (16 quarter hours required):
TCH 390 Integrating Education & Disciplinary Foundations (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/Graduate Double-Counted Courses (12 undergraduate/graduate quarter hours required):
TCH 401 Teaching as a Profession in Secondary Schools
TCH 414 The Nature of Science
TCH 424 Inquiry & Application in Developing Secondary Science Pedagogy
5th Year Masters Year Coursework, excluding Student Teaching (28 graduate quarter hours required)

SCG 406 Human Development
LSI 446 Psychology & Education of the Exceptional Child
TCH 454 Research Methods & Disciplinary Inquiry: Science
TCH 464 Inquiry & Teaching in Middle School Science
TCH 474 Teaching Science in High Schools 1
TCH 484 Teaching Science in High Schools 2
TCH 495 Assessment Issues in Secondary Education

Student Teaching (10 graduate quarter hours required):
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

TCH 590 Student Teaching: Biology (6 hours, grade of B- or better required)
TCH 591 Student Teaching Seminar (4 hours)

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

Student Teaching Requirements
Student Teaching is the culminating experience in the student's program. Students must meet the following requirements prior to student teaching:

Academic Requirements:
- Completion of all undergraduate degree requirements, all Masters coursework requirements (except for TCH 590 and TCH 591), and all Biology content area requirements.
- DePaul graduate cumulative gpa of 3.0 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Field Experience Requirements:
- Completion of all required field experiences (documented in FEDS system)
- 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 of Student Teaching Application by the Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
- Attend a Mandatory Meeting approximately 1 year (by spring of Senior Year) prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year (by spring of Senior Year) prior to student teaching.

Academic requirements (above) must be met at least one quarter prior to the beginning of student teaching, as reflected in both completed coursework and coursework taken during the quarter prior to student teaching.

Field experience requirements (above) are completed and entered into the FEDS system by the student as courses are completed. Online Faculty Evaluations are entered by the three instructors of TCH courses. All data must be entered in the Field Experience Documentation System (FEDS) one month prior to student teaching.

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

Endorsements
An endorsement is a subject area for which an individual can qualify to teach full time, in addition to having a 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 its website at http://www.isbe.state.il.us/certification/html/endorsement.htm.
To qualify for an endorsement at the middle school level, an individual needs 18 semester hours (27 quarter hours) in a teachable subject area. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements.

Consult with an 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, an individual 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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

Degree Conferral and Graduation

The awarding of a degree is not automatic. Students 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 a student's responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means the student intends to finish her or his degree requirements by the end of the term for which she or he has applied.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course).

After submitting the application, a student 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 CONFERMENT. On-screen instructions will take individuals 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 a student intends to participate, he or she 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 graduates completing 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 the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

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

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

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

All certification guidelines, rules, and requirements can be found on its website at http://www.isbe.net/.
Please consult the *DePaul Graduate Student Handbook* catalog section, *COE Graduate Student Handbook* catalog section, and Teacher Education Student Handbook for additional policy requirements. Graduate student are responsible for knowing and meeting both the general and particular policies, and deadlines outlined in this catalog and associated handbooks.

**The Combined Bachelor's - Master's Secondary Education Program: Chemistry (TEACH)**

The TEACH Program combines a College of Science and Health (CSH) undergraduate Chemistry major or some other disciplinary major with a graduate level College of Education (COE) Master's in Education Program. Students graduate with a BA or BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Chemistry Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master's level coursework builds on students undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Masters level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development 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 participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

**Combined Degree Program**

- CSH (B.A.) or (B.S.) degree: 192 quarter hours
- Masters of Education (M.Ed.): 50 quarter hours

**Campus Locations**

- Lincoln Park

**Certification**

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

**Criteria for admission to the TEACH Program (during Junior Year)**

- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

**Application process:**
- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Programs Coordinating Committee with expertise in the students undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Masters level coursework.

**Criteria for admission to 5th year Masters year (upon completion of undergraduate major program):**

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 gpa

**MEd 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

**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 students 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 as well as general biological and physical sciences. 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course 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
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Masters Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary Chemistry Education:
Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

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

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
- Applied Probability and Statistics (2 qh)
- Chemistry Seminar (2qh)
- Calculus I
- Calculus II
- Calculus III
- General Physics I
- General Physics II
- General Physics III

Choose three of the following Chemistry courses: 12 quarter hours

- Organic Chemistry III
- Air Chemistry
- Solid Waste Chemistry
- Physical Chemistry III
- Intermediate Inorganic Chemistry
- Intermediate Organic Chemistry
- Biochemistry I
- Biochemistry II
- Biochemistry III
- Nuclear Chemistry
- Biophysical Chemistry
- Medicinal Chemistry
- Drugs and Toxicology
- Nutrition
- Applied Spectroscopy

Junior Year Coursework (4 undergraduate quarter hours required):
TCH 320 Exploring Teaching in the Urban High School (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework (16 quarter hours required):
TCH 390 Integrating Education & Disciplinary Foundations (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)
Undergraduate/Graduate Double-Counted Courses (12 undergraduate/graduate quarter hours required):

- **TCH 401** Teaching as a Profession in Secondary Schools
- **TCH 414** The Nature of Science
- **TCH 424** Inquiry & Application in Developing Secondary Science Pedagogy

5th Year Masters Year Coursework, excluding Student Teaching (28 graduate quarter hours required)

- **SCG 406** Human Development
- **LSI 446** Psychology & Education of the Exceptional Child
- **TCH 454** Research Methods & Disciplinary Inquiry: Science
- **TCH 464** Inquiry & Teaching in Middle School Science
- **TCH 474** Teaching Science in High Schools 1
- **TCH 484** Teaching Science in High Schools 2
- **TCH 495** Assessment Issues in Secondary Education

Student Teaching (10 graduate quarter hours required):

Registration in student teaching requires completion of all requirements and procedures above. **EDU 095** indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- **TCH 590** Student Teaching: Chemistry (6 hours, grade of B- or better required)
- **TCH 591** Student Teaching Seminar (4 hours)
- **EDU 095** Field Experience (non-credit, non-tuition, PA grade required)

Student Teaching Requirements

Student Teaching is the culminating experience in the student's program. Students must meet the following requirements prior to student teaching:

**Academic Requirements:**

- Completion of all undergraduate degree requirements, all Masters coursework requirements (except for TCH 590 and TCH 591), and all Chemistry content area requirements.
- DePaul graduate cumulative gpa of 3.0 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Field Experience Requirements:**

- Completion of all required field experiences (documented in FEDS system)
- 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 of Student Teaching Application by the Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year (by spring of Senior Year) prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year (by spring of Senior Year) prior to student teaching.

Academic requirements (above) must be met at least one quarter prior to the beginning of student teaching, as reflected in both completed coursework and coursework taken during the quarter prior to student teaching. Field experience requirements (above) are completed and entered into the FEDS system by the student as courses are completed. Online Faculty Evaluations are entered by the three instructors of TCH courses. All data must be entered in the Field Experience Documentation System (FEDS) one month prior to student teaching.

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

**Endorsements**

An endorsement is a subject area for which an individual can qualify to teach full time, in addition to having a 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 its website at [http://www.isbe.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.htm).

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

Consult with an 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, an individual 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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**Degree Conferral and Graduation**
The awarding of a degree is not automatic. Students 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 a student’s responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means the student intends to finish her or his degree requirements by the end of the term for which she or he has applied.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). After submitting the application, a student 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](http://education.depaul.edu/). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On-screen instructions will take individuals 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](http://education.depaul.edu/).

DePaul holds one [commencement ceremony](http://education.depaul.edu/) each year in June. If a student intends to participate, he or she 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 graduates completing 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/](http://education.depaul.edu/).

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

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

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

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

All certification guidelines, rules, and requirements can be found on its website at [http://www.isbe.net/](http://www.isbe.net/).

Please consult the [DePaul Graduate Student Handbook](http://education.depaul.edu/) catalog section, [COE Graduate Student Handbook](http://education.depaul.edu/) catalog section, and [Teacher Education Student Handbook](http://education.depaul.edu/) for additional policy requirements. Graduate student are responsible for knowing and meeting both the general and particular policies, and deadlines outlined in this catalog and associated handbooks.
The Combined Bachelor's - Master's Secondary Education Program: English (TEACH)

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate English major, Writing, Rhetoric, & Discourse major, or some other disciplinary major with a graduate level College of Education (COE) Masters in Education Program. Students graduate with a BA in their LAS disciplinary major and a MEd in Education with a State of Illinois Secondary English Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Masters level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Masters level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development 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 participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Combined Degree Program
- LAS (B.A.) degree: 192 quarter hours
- Masters of Education (M.Ed.): 50 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

Criteria for admission to the TEACH Program (during Junior Year)
- Junior standing (88 or more credit hours)
- Declared, relevant LAS major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

Application process:
- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Programs Coordinating Committee with expertise in the students' undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned an LAS disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Masters level coursework.

Criteria for admission to 5th year Masters year (upon completion of undergraduate major program):
- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
Content Area Requirements for Secondary English Education:

An undergraduate degree audit that will include an official written content area evaluation. Any areas of admission to the 5 Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject.

All students need to have sufficient knowledge of the subject they will be teaching.

Content Area Courses

Your program that require hours, visit field experiences. All field experiences

Field Experiences

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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course 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

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the LAS undergraduate degree program. Prior to admission to the 5th Year Masters Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary English Education:

- Maintenance of a 3.0 gpas

MEd 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;

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 students 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 to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at http://www.icts.nesinc.com.
Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

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

**Junior Year Coursework** (4 undergraduate quarter hours required):

- **TCH 320** Exploring Teaching in the Urban High School (fulfills undergraduate Junior Year Experiential Course requirement)

**Senior Year Coursework** (16 quarter hours required):

- **TCH 390** Integrating Education & Disciplinary Foundations (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

**Undergraduate/Graduate Double-Counted Courses** (12 undergraduate/graduate quarter hours required):

- **TCH 401** Teaching as a Profession in Secondary Schools
- **TCH 411** The Nature of English
- **TCH 421** Inquiry & Application in Developing Secondary English Pedagogy

**5th Year Masters Year Coursework, excluding Student Teaching** (28 graduate quarter hours required)

- **SCG 406** Human Development
- **LSI 446** Psychology & Education of the Exceptional Child
- **TCH 451** Research Methods & Disciplinary Inquiry: English
- **TCH 461** Inquiry & Teaching in Middle School English
- **TCH 471** Teaching English in High Schools 1
- **TCH 481** Teaching English in High Schools 2
- **TCH 495** Assessment Issues in Secondary Education

**Student Teaching** (10 graduate quarter hours required):

Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- **TCH 590** Student Teaching: English (6 hours, grade of B- or better required)
- **TCH 591** Student Teaching Seminar (4 hours)
- **EDU 095** Field Experience (non-credit, non-tuition, PA grade required)

**Student Teaching Requirements**

Student Teaching is the culminating experience in the student's program. Students must meet the following requirements prior to student teaching:

**Academic Requirements:**

- Completion of all undergraduate degree requirements, all Masters coursework requirements (except for TCH 590 and TCH 591), and all English content area requirements.
- DePaul graduate cumulative gpa of 3.0 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Field Experience Requirements:**

- Completion of all required field experiences (documented in FEDS system)
- 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 of Student Teaching Application by the Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year (by spring of Senior Year) prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year (by spring of Senior Year) prior to student teaching.

Academic requirements (above) must be met at least one quarter prior to the beginning of student teaching, as reflected in both completed coursework and coursework taken during the quarter prior to student teaching.
Field experience requirements (above) are completed and entered into the FEDS system by the student as courses are completed. Online Faculty Evaluations are entered by the three instructors of TCH courses. All data must be entered in the Field Experience Documentation System (FEDS) one month prior to student teaching.

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

**Endorsements**

An endorsement is a subject area for which an individual can qualify to teach full time, in addition to having a 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 its website at [http://www.isbe.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.htm).

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

Consult with an 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, an individual 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**, 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. Courses must have a grade of C or better to qualify for endorsements.

** For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. Students 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 a student’s responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means the student intends to finish her or his degree requirements by the end of the term for which she or he has applied.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course).

After submitting the application, a student 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](http://campus.depaul.edu). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On-screen instructions will take individuals 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](http://academic.depaul.edu/). DePaul holds one commencement ceremony each year in June. If a student intends to participate, he or she 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 graduates completing 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/](http://education.depaul.edu/)

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not. Individuals must submit an application directly to the Illinois State Board of Education after completion of
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 its website at www.isbe.net. Please consult the DePaul Graduate Student Handbook catalog section, COE Graduate Student Handbook catalog section, and Teacher Education Student Handbook for additional policy requirements. Graduate student are responsible for knowing and meeting both the general and particular policies, and deadlines outlined in this catalog and associated handbooks.

The Combined Bachelor's - Master's Secondary Education Program: Environmental Science (TEACH)

The TEACH Five-Year Secondary Environmental Science Education Program combines a College of Science and Health (CSH) undergraduate Environmental Science major or some other disciplinary major with a graduate level College of Education (COE) Masters in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Environmental Science Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Masters level coursework builds on students undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Masters level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development 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 participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Combined Degree Program
- CSH (B.S.) degree: 192 quarter hours
- Masters of Education (M.Ed.): 50 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

Criteria for admission to the TEACH Program (during Junior Year)
- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
Overall GPA of 3.0

Application process:
- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Programs Coordinating Committee with expertise in the students undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Masters level coursework.

Criteria for admission to 5th Year Masters year (upon completion of undergraduate major program):
- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

MEd 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

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 students 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 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
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](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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course 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](http://education.depaul.edu/currentstudents/fieldexperiences/index.asp).

**Content Area Courses**
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Masters Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary Environmental Science Education:
*Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.*

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III
- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Rhetoric and Politics
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis

**Junior Year Coursework** (4 undergraduate quarter hours required):  
TCH 320 Exploring Teaching in the Urban High School (fulfills undergraduate Junior Year Experiential Course requirement)

**Senior Year Coursework** (16 quarter hours required):  
TCH 390 Integrating Education & Disciplinary Foundations (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

*Undergraduate/Graduate Double-Counted Courses (12 undergraduate/graduate quarter hours required):*

TCH 401 Teaching as a Profession in Secondary Schools  
TCH 414 The Nature of Science  
TCH 424 Inquiry & Application in Developing Secondary Science Pedagogy  

**5th Year Masters Year Coursework, excluding Student Teaching** (28 graduate quarter hours required):  
SCG 406 Human Development  
LSI 446 Psychology & Education of the Exceptional Child  
TCH 454 Research Methods & Disciplinary Inquiry: Science  
TCH 464 Inquiry & Teaching in Middle School Science  
TCH 474 Teaching Science in High Schools 1  
TCH 484 Teaching Science in High Schools 2  
TCH 495 Assessment Issues in Secondary Education  

**Student Teaching** (10 graduate quarter hours required):  
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.  
TCH 590 Student Teaching: Environmental Science (6 hours, grade of B- or better required)  
TCH 591 Student Teaching Seminar (4 hours)  
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)  

**Student Teaching Requirements**
Student Teaching is the culminating experience in the student's program. Students must meet the following...
Student Teaching is the culminating experience in the student's program. Students must meet the following requirements prior to student teaching:

**Academic Requirements:**
- Completion of all undergraduate degree requirements, all Master's coursework requirements (except for TCH 590 and TCH 591), and all Environmental Science content area requirements.
- DePaul graduate cumulative gpa of 3.0 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Field Experience Requirements:**
- Completion of all required field experiences (documented in FEDS system)
- 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 of Student Teaching Application by the Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**
- Attend a Mandatory Meeting approximately 1 year (by spring of Senior Year) prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year (by spring of Senior Year) prior to student teaching.

Academic requirements (above) must be met at least one quarter prior to the beginning of student teaching, as reflected in both completed coursework and coursework taken during the quarter prior to student teaching. Field experience requirements (above) are completed and entered into the FEDS system by the student as courses are completed. Online Faculty Evaluations are entered by the three instructors of TCH courses. All data must be entered in the Field Experience Documentation System (FEDS) one month prior to student teaching.

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

**Endorsements**

An endorsement is a subject area for which an individual can qualify to teach full time, in addition to having a 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 its website at [http://www.isbe.state.il.us/certification/html/endorsement.htm](http://www.isbe.state.il.us/certification/html/endorsement.htm).

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

Consult with an 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, an individual 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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. Students 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 a student's responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means the student intends to finish her or his degree requirements by the end of the term for which she or he has applied.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). After submitting the application, a student 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 individuals 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 a student intends to participate, he or she 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 graduates completing 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 the full certification program and all certification tests (including OPI for world language majors). A bachelors degree is required; a masters degree is not. Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE. Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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

Please consult the DePaul Graduate Student Handbook catalog section, COE Graduate Student Handbook catalog section, and Teacher Education Student Handbook for additional policy requirements. Graduate student are responsible for knowing and meeting both the general and particular policies, and deadlines outlined in this catalog and associated handbooks.

The Combined Bachelor's - Master's Secondary Education Program: History (TEACH)

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate History major or some other disciplinary major with a graduate level College of Education (COE) Masters in Education Program. Students graduate with a BA in their LAS disciplinary major and a MEd in Education with a State of Illinois Secondary History Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Masters level coursework builds on students undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Masters level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development 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 participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

**Combined Degree Program**
- LAS (B.A.) degree: 192 quarter hours
- Masters of Education (M.Ed.): 50 quarter hours

**Campus Locations**
- Lincoln Park

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

**Criteria for admission to the TEACH Program (during Junior Year)**
- Junior standing (88 or more credit hours)
- Declared, relevant LAS major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

**Application process:**
- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Programs Coordinating Committee with expertise in the students undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned an LAS disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Masters level coursework.

**Criteria for admission to 5th year Masters year (upon completion of undergraduate major program):**
- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 gpa

**MEd 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

**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 students 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 Test (test #114)** assesses core knowledge of history and social science fields. Test is required before Student Teaching (deadlines apply)
- **Assessment of Professional Teaching (APT) (test #103, grade 6-12)** assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at [http://www.icts.nesinc.com](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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course 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](http://education.depaul.edu/currentstudents/fieldexperiences/index.asp).

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the LAS undergraduate degree program. Prior to admission to the 5th Year Masters Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary History Education:

*Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.*

- HST 298 (serves as prerequisite for HST 299)
- HST 299 (serves as prerequisite for upper division History courses)
- 4 US History courses
- 4 Non-US History courses
  - A minimum of four History courses must be at the upper division level (300-level) with at least one of those courses in non-US History.

Additional certification requirements (minimum of one course in each discipline required):

- Geography 101
- Economics 106
- Political Science 120
- Sociology 101
- Anthropology 102
- Psychology 105

**Junior Year Coursework** (4 undergraduate quarter hours required):

**TCH 320** Exploring Teaching in the Urban High School (fulfills undergraduate Junior Year Experiential Course requirement)

**Senior Year Coursework** (16 quarter hours required): **TCH 390** Integrating Education & Disciplinary Foundations (fulfills undergraduate Capstone requirement; majors may or may not require a separate capstone course)

**Undergraduate/Graduate Double-Counted Courses** (12 undergraduate/graduate quarter hours required):

**TCH 401** Teaching as a Profession in Secondary Schools
**TCH 412** The Nature of History and the Social Sciences
**TCH 422** Inquiry & Application in Developing Secondary History and Social Sciences Pedagogy

**5th Year Masters Year Coursework, excluding Student Teaching** (28 graduate quarter hours required)
SCG 406 Human Development
LSI 446 Psychology & Education of the Exceptional Child
TCH 452 Research Methods & Disciplinary Inquiry: History and the Social Sciences
TCH 462 Inquiry & Teaching in Middle School History and the Social Sciences
TCH 472 Teaching History and the Social Sciences in High Schools 1
TCH 482 Teaching History and the Social Sciences in High Schools 2
TCH 495 Assessment Issues in Secondary Education

Student Teaching (10 graduate quarter hours required):
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

TCH 590 Student Teaching: History (6 hours, grade of B- or better required)
TCH 591 Student Teaching Seminar (4 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Student Teaching Requirements
Student Teaching is the culminating experience in the student's program. Students must meet the following requirements prior to student teaching:

Academic Requirements:
- Completion of all undergraduate degree requirements, all Masters coursework requirements (except for TCH 590 and TCH 591), and all History content area requirements.
- DePaul graduate cumulative GPA of 3.0 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Field Experience Requirements:
- Completion of all required field experiences (documented in FEDS system)
- 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 of Student Teaching Application by the Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
- Attend a Mandatory Meeting approximately 1 year (by spring of Senior Year) prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year (by spring of Senior Year) prior to student teaching.

Academic requirements (above) must be met at least one quarter prior to the beginning of student teaching, as reflected in both completed coursework and coursework taken during the quarter prior to student teaching. Field experience requirements (above) are completed and entered into the FEDS system by the student as courses are completed. Online Faculty Evaluations are entered by the three instructors of TCH courses. All data must be entered in the Field Experience Documentation System (FEDS) one month prior to student teaching.

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

Endorsements
An endorsement is a subject area for which an individual can qualify to teach full time, in addition to having a 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 its website at http://www.isbe.state.il.us/certification/html/endorsement.htm.

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

Consult with an 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, an individual 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. Courses must have a grade of C or better to qualify for endorsements.
**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**Degree Conferral and Graduation**

The awarding of a degree is not automatic. Students 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 a student's responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means the student intends to finish her or his degree requirements by the end of the term for which she or he has applied.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course).

After submitting the application, a student 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](http://campusdepaul.edu). Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On-screen instructions will take individuals 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](http://academics.depaul.edu).

DePaul holds one commencement ceremony each year in June. If a student intends to participate, he or she 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 graduates completing 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](http://education.depaul.edu)

**Certification**

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

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

All individuals must meet ISBE requirements in place at the time of application for the certificate.

Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on its website at [www.isbe.net](http://www.isbe.net).

Please consult the [DePaul Graduate Student Handbook](http://graduate.depaul.edu) catalog section, [COE Graduate Student Handbook](http://graduate.depaul.edu) catalog section, and [Teacher Education Student Handbook](http://teacher.education.depaul.edu) for additional policy requirements. Graduate student are responsible for knowing and meeting both the general and particular policies, and deadlines outlined in this catalog and associated handbooks.

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The Combined Bachelor's - Master's Secondary Education Program: Mathematics (TEACH)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Mathematics major or some other disciplinary major with a graduate level College of Education (COE) Masters in Education Program. Students graduate with a BA or BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Mathematics Certification.
The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Masters level coursework builds on students undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Masters level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development 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 participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

**Combined Degree Program**

- CSH (B.A.) or (B.S.) degree: 192 quarter hours
- Masters of Education (M.Ed.): 50 quarter hours

**Campus Locations**

- Lincoln Park

**Certification**

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

**Criteria for admission to the TEACH Program (during Junior Year)**

- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

**Application process:**

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Programs Coordinating Committee with expertise in the students undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Masters level coursework.

**Criteria for admission to 5th year Masters year (upon completion of undergraduate major program):**

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 gpa

**MEd 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
Content Area Requirements for Secondary Mathematics Education:

- All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Masters Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary Mathematics Education:

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

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning OR Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
Programming Language

Abstract Algebra I
Theory of Numbers or Abstract Algebra II
Geometry I
Geometry II or Real Analysis I
Probability & Statistics
History of Mathematics

Junior Year Coursework (4 undergraduate quarter hours required):
TCH 320 Exploring Teaching in the Urban High School (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework (16 quarter hours required):
TCH 390 Integrating Education & Disciplinary Foundations (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/Graduate Double-Counted Courses (12 undergraduate/graduate quarter hours required):
TCH 401 Teaching as a Profession in Secondary Schools
TCH 413 The Nature of Mathematics
TCH 423 Inquiry & Application in Developing Secondary Mathematics Pedagogy

5th Year Masters Year Coursework, excluding Student Teaching (28 graduate quarter hours required)
SCG 406 Human Development
LSI 446 Psychology & Education of the Exceptional Child
TCH 453 Research Methods & Disciplinary Inquiry: Mathematics
TCH 463 Inquiry & Teaching in Middle School Mathematics
TCH 473 Teaching Mathematics in High Schools 1
TCH 483 Teaching Mathematics in High Schools 2
TCH 495 Assessment Issues in Secondary Education

Student Teaching (10 graduate quarter hours required):
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.
TCH 590 Student Teaching: Mathematics (6 hours, grade of B- or better required)
TCH 591 Student Teaching Seminar (4 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Student Teaching Requirements
Student Teaching is the culminating experience in the student's program. Students must meet the following requirements prior to student teaching:

Academic Requirements:
- Completion of all undergraduate degree requirements, all Masters coursework requirements (except for TCH 590 and TCH 591), and all Mathematics content area requirements.
- DePaul graduate cumulative gpa of 3.0 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Field Experience Requirements:
- Completion of all required field experiences (documented in FEDS system)
- 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 of Student Teaching Application by the Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
- Attend a Mandatory Meeting approximately 1 year (by spring of Senior Year) prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year (by spring of Senior Year) prior to student teaching.

Academic requirements (above) must be met at least one quarter prior to the beginning of student teaching, as reflected in both completed coursework and coursework taken during the quarter prior to student teaching. Field experience requirements (above) are completed and entered into the FEDS system by the student as courses are completed. Online Faculty Evaluations are entered by the three instructors of TCH courses. All data must be entered in the Field Experience Documentation System (FEDS) one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)
Endorsements
An endorsement is a subject area for which an individual can qualify to teach full time, in addition to having a 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 its website at http://www.isbe.state.il.us/certification/html/endorsement.htm

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** 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.

Degree Conferral and Graduation
The awarding of a degree is not automatic. Students 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 a student's responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means the student intends to finish her or his degree requirements by the end of the term for which she or he has applied.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course). After submitting the application, a student cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
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- Summer I Quarter - June 1st
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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 individuals through the application process.

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DePaul holds one commencement ceremony each year in June. If a student intends to participate, he or she 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 graduates completing final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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Certification
Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

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

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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 its website at www.isbe.net.

Please consult the DePaul Graduate Student Handbook catalog section, COE Graduate Student Handbook catalog section, and Teacher Education Student Handbook for additional policy requirements. Graduate student are responsible for knowing and meeting both the general and particular policies, and deadlines outlined in this catalog and associated handbooks.

The Combined Bachelor's - Master's Secondary Education Program: Physics (TEACH)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Physics major or some other disciplinary major with a graduate level College of Education (COE) Masters in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Physics Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Masters level coursework builds on students undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Masters level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development 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 participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Combined Degree Program

- CSH (B.S.) degree: 192 quarter hours
- Masters of Education (M.Ed.): 50 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

Criteria for admission to the TEACH Program (during Junior Year)

- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

Application process:

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program's Coordinating Committee with expertise in the students undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.
Admission to the TEACH Program does not constitute admission to the 5th Year Masters level coursework.

Criteria for admission to 5th year Masters year (upon completion of undergraduate major program):

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 gpa

MEd 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

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 students 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 life and physical science, including Earth systems, technology, and the universe. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

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

Field Experiences

Each student seeking certification from the 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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in
Content Area Courses
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Masters Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary Physics Education:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

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

Junior Year Coursework (4 undergraduate quarter hours required):
TCH 320 Exploring Teaching in the Urban High School (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework (16 quarter hours required):
TCH 390 Integrating Education & Disciplinary Foundations (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)
Undergraduate/Graduate Double-Counted Courses (12 undergraduate/graduate quarter hours required):
TCH 401 Teaching as a Profession in Secondary Schools
TCH 414 The Nature of Science
TCH 424 Inquiry & Application in Developing Secondary Science Pedagogy

5th Year Masters Year Coursework, excluding Student Teaching (28 graduate quarter hours required)
SCG 406 Human Development
LSI 446 Psychology & Education of the Exceptional Child
TCH 434 Research Methods & Disciplinary Inquiry: Science
TCH 464 Inquiry & Teaching in Middle School Science
TCH 474 Teaching Science in High Schools 1
TCH 484 Teaching Science in High Schools 2
TCH 495 Assessment Issues in Secondary Education

Student Teaching (10 graduate quarter hours required):
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.
TCH 590 Student Teaching: Physics (6 hours, grade of B- or better required)
TCH 591 Student Teaching Seminar (4 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Student Teaching Requirements
Student Teaching is the culminating experience in the student's program. Students must meet the following requirements prior to student teaching:

Academic Requirements:
- Completion of all undergraduate degree requirements, all Masters coursework requirements (except for TCH 590 and TCH 591), and all Physics content area requirements.
- DePaul graduate cumulative gpa of 3.0 or better
Meet all other program requirements (e.g., residency requirements)
Meet designated program standards
Pass the required Illinois certification content area test

Field Experience Requirements:
- Completion of all required field experiences (documented in FEDS system)
- 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 of Student Teaching Application by the Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
- Attend a Mandatory Meeting approximately 1 year (by spring of Senior Year) prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year (by spring of Senior Year) prior to student teaching.

Academic requirements (above) must be met at least one quarter prior to the beginning of student teaching, as reflected in both completed coursework and coursework taken during the quarter prior to student teaching. Field experience requirements (above) are completed and entered into the FEDS system by the student as courses are completed. Online Faculty Evaluations are entered by the three instructors of TCH courses. All data must be entered in the Field Experience Documentation System (FEDS) one month prior to student teaching.

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

Endorsements
An endorsement is a subject area for which an individual can qualify to teach full time, in addition to having a 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 its website at http://www.isbe.state.il.us/certification/html/endorsement.htm.

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

Consult with an 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, an individual 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. Courses must have a grade of C or better to qualify for endorsements.

** For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

Degree Conferral and Graduation
The awarding of a degree is not automatic. Students 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 a student's responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means the student intends to finish her or his degree requirements by the end of the term for which she or he has applied.

Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course).

After submitting the application, a student 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
The Combined Bachelor's - Master's Secondary Education Program: Social Science (TEACH)

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate Social Science major (Anthropology, Economics, Geography, Political Science, Psychology, or Sociology) or some other disciplinary major with a graduate level College of Education (COE) Masters in Education Program. Students graduate with a BA or BS in their LAS disciplinary major and a MEd in Education with a State of Illinois Secondary Social Science Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Masters level coursework builds on students undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Masters level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development 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 participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student
teaching in a designated middle or high school.

Combined Degree Program

- LAS (B.A.) or (B.S.) degree: 192 quarter hours
- Masters of Education (M.Ed.): 50 quarter hours

Campus Locations
- Lincoln Park

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

Criteria for admission to the TEACH Program (during Junior Year)

- Junior standing (88 or more credit hours)
- Declared, relevant LAS major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

Application process:

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Programs Coordinating Committee with expertise in the students undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned an LAS disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Masters level coursework.

Criteria for admission to 5th year Masters year (upon completion of undergraduate major program):

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 gpa

MEd 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

**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 students 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 Test (test #114) assesses core knowledge of history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Registration, testing schedules, and fees for ISBE certification tests are available at [http://www.icts.nesinc.com](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 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course 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](http://education.depaul.edu/currentstudents/fieldexperiences/index.asp).

**Content Area Courses**
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the LAS undergraduate degree program. Prior to admission to the 5th Year Masters Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary Social Science Education:
*Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.*
- HST 298
- HST 299
- 3 US History courses
- 2 Non-US History courses
- Secondary Field (6 courses minimum): Choose single field from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.

Additional certification requirements: (one course in each area required)
- Geography 101
- Economics 106
- Political Science 120
- Sociology 101
- Anthropology 102
- Psychology 105

**Junior Year Coursework** (4 undergraduate quarter hours required):
- TCH 320 Exploring Teaching in the Urban High School (fulfills undergraduate Junior Year Experiential Course requirement)

**Senior Year Coursework** (16 quarter hours required):
- TCH 390 Integrating Education & Disciplinary Foundations (fulfills undergraduate Capstone requirement; majors may require a separate capstone course)

*Undergraduate/Graduate Double-Counted Courses (12 undergraduate/graduate quarter hours required):*
- TCH 401 Teaching as a Profession in Secondary Schools
- TCH 412 The Nature of History and the Social Sciences
- TCH 422 Inquiry & Application in Developing Secondary History and Social Sciences Pedagogy

5th Year Masters Year Coursework, excluding Student Teaching (28 graduate quarter hours required)
- SCG 406 Human Development
- LSI 446 Psychology & Education of the Exceptional Child
- TCH 452 Research Methods & Disciplinary Inquiry: History and the
Social Sciences
TCH 462 Inquiry & Teaching in Middle School History and the Social Sciences
TCH 472 Teaching History and the Social Sciences in High Schools 1
TCH 482 Teaching History and the Social Sciences in High Schools 2
TCH 495 Assessment Issues in Secondary Education

Student Teaching (10 graduate quarter hours required):
Registration in student teaching requires completion of all requirements and procedures above. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

TCH 590 Student Teaching: Social Science (6 hours, grade of B- or better required)
TCH 591 Student Teaching Seminar (4 hours)
EDU 095 Field Experience (non-credit, non-tuition, PA grade required)

Student Teaching Requirements
Student Teaching is the culminating experience in the student's program. Students must meet the following requirements prior to student teaching:

Academic Requirements:
- Completion of all undergraduate degree requirements, all Masters coursework requirements (except for TCH 590 and TCH 591), and all Social Science content area requirements.
- DePaul graduate cumulative gpa of 3.0 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Field Experience Requirements:
- Completion of all required field experiences (documented in FEDS system)
- 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 of Student Teaching Application by the Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
- Attend a Mandatory Meeting approximately 1 year (by spring of Senior Year) prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year (by spring of Senior Year) prior to student teaching.

Academic requirements (above) must be met at least one quarter prior to the beginning of student teaching, as reflected in both completed coursework and coursework taken during the quarter prior to student teaching. Field experience requirements (above) are completed and entered into the FEDS system by the student as courses are completed. Online Faculty Evaluations are entered by the three instructors of TCH courses. All data must be entered in the Field Experience Documentation System (FEDS) one month prior to student teaching.

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

Endorsements
An endorsement is a subject area for which an individual can qualify to teach full time, in addition to having a 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, visit its website at http://www.isbe.state.il.us/certification/html/endorsement.htm.

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

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**Degree Conferral and Graduation**
The awarding of a degree is not automatic. Students 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 a student’s responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means the student intends to finish her or his degree requirements by the end of the term for which she or he has applied. Graduate students must be approved for student teaching and complete student teaching, seminar and induction course to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing the final course (student teaching is considered a course).

After submitting the application, a student 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 individuals 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 a student intends to participate, he or she 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 graduates completing 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/](http://education.depaul.edu/)

**Certification**
Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not. Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee. All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

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

All certification guidelines, rules, and requirements can be found on its website at [www.isbe.net](http://www.isbe.net). Please consult the [DePaul Graduate Student Handbook](#) catalog section, [COE Graduate Student Handbook](#) catalog section, and [Teacher Education Student Handbook](#) for additional policy requirements. Graduate student are responsible for knowing and meeting both the general and particular policies, and deadlines outlined in this catalog and associated handbooks.

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**Department of Educational Policy Studies and Research**

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

The following graduate programs are offered at Lincoln Park:

- M.A in Social and Cultural Foundations in Education
- M.Ed. in Social and Cultural Foundations in Education

Social and Cultural Foundations in Education Program

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

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

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

Given the interdisciplinary approach to the study of education of this degree program, students have the opportunity with the approval of their faculty advisor to take at least 20 hours of elective courses outside of the Social and Cultural Foundations in Education Program as well as the College of Education. Choices of electives include, but are not limited to, courses in departments and programs such as Communication, Philosophy, Womens Studies, American Studies, International Studies, Public Policy, and Sociology.

Degree Programs

- Master of Arts (M.A.): 52 quarter hours
- Master of Education (M.Ed.): 56 quarter hours
Campus Location

- Lincoln Park

Certification Option
Students seeking the Master's degree in Social and Cultural Foundations in Education have the option to also pursue an Illinois initial or subsequent teaching certificate. Please consult your academic advisor as an additional program application may be required.

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.

- Values and is committed to a critical orientation toward understanding key theories and concepts in the foundations of education
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Understands the importance of and is committed to clear oral and written communication, both in traditional and in new and emerging digital formats
- Demonstrates a willingness to engage course texts and requirements
- Demonstrates sensitivity to and respect for diverse identities, cultures, and lived experiences
- Demonstrates and advocates social justice principles in the classroom with students and colleagues and in clinical settings
- 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 in relationships with student colleagues and faculty

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

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- One official transcript from each college or university attended
- Three academic letters of reference
- Resume
- A written, personal statement indicating reasons for wanting to enter the program and what the candidate has done since receiving a bachelor's degree
- An interview with the admissions committee of the Social and Cultural Foundations in Education Master's Program may be requested
- A writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof)

Course Registration
Registration for SCFE Master's degree core courses is different from regular registration. Each term a list of current SCFE students and DePaul ID numbers is given to the College of Education Advising Office. The students on the list are granted access to registration for SCFE core courses. Once this access has been granted, SCFE students will be notified. At this time all students will be required to register themselves for all core courses for the given term. If a student has special circumstances and cannot register for all cores offered in a term, this must be discussed with and approved by that student SCFE faculty advisor prior to the start of the term. Course registration for electives is the same as for all College of Education students. The directions for this registration process can be found in each student's acceptance paperwork.

Social and Cultural Foundations in Education Master of Arts Degree Requirements (52 quarter hours)
**Theoretical Core Courses:** 20 quarter hours required, grade of C or better required
- **SCG 527 Global Issues in Education**
- **SCG 603 Proseminar: Culture and Education**
- **SCG 604 Proseminar: Identity, Constructions and Negotiations**
- **SCG 608 Proseminar: Ideology, Power and Politics**
- **SCG 611 Proseminar: Philosophical Studies in Education, Culture and Ethics**
Research Inquiry Core Courses: 8 quarter hours required, grade of C or better required
SCG 610 Introduction to Research Methods
SCG 635 Advanced Qualitative Research Methodologies

Five Elective Courses with Faculty Advisor Approval: 20 quarter hours required, grade of C or better required
*Prior to selecting electives, students are required to complete the first 4 Proseminar courses: SCG 527, 603, 604 and 608. In the Spring Term of their first year in addition to SCG 611, students are allowed to sign up for one elective course.

- College of Education Electives (8 quarter hours)
- Non-College of Education Electives (12 quarter hours)

Thesis Course: 4 quarter hours, grade of C or better required
SCG 636 Thesis Research in Social Cultural Foundations in Education (4 quarter hours)
The student prepares a thesis, which is a report of the results of an original investigation. Before beginning work on the thesis, the student must obtain approval of the subject and general plan from their Thesis Advisor. The Thesis Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). Additional Thesis Committee members are optional based upon discussion between a student and his/her Thesis Advisor. It is advised that students select their thesis chair no later than the spring quarter of the second year. The College of Education Thesis Handbook outlines the policies and procedures needed to successfully satisfy the thesis requirement. The College of Education Thesis Handbook can be obtained from the Department of Educational Policy Studies and Research office or on the College of Education website: http://education.depaul.edu.

Social and Cultural Foundations in Education Master of Education Degree Requirements (56 quarter hours)
Theoretical Core Courses: 20 quarter hours required, grade of C or better required
SCG 527 Global Issues in Education
SCG 603 Proseminar: Culture and Education
SCG 604 Proseminar: Identity, Constructions and Negotiations
SCG 608 Proseminar: Ideology, Power and Politics
SCG 611 Proseminar: Philosophical Studies in Education, Culture and Ethics

Research Inquiry Core Courses: 8 quarter hours required, grade of C or better required
SCG 610 Introduction to Research Methods
SCG 635 Advanced Qualitative Research Methodologies

Seven Elective Courses with Faculty Advisor Approval: 28 quarter hours required, grade of C or better required
*Prior to selecting electives, students are required to complete the first 4 Proseminar courses: SCG 527, 603, 604 and 608. In the Spring Term of their first year in addition to SCG 611, students are allowed to sign up for one elective course.

- College of Education Electives (8 quarter hours required; 4-8 quarter additional hours optional)
- Non-College of Education Electives (12 quarter hours required; 4-8 quarter additional hours optional)

Capstone Course: non-credit, non-tuition, PA grade required
SCG 637 Capstone in Social and Cultural Foundations in Education
Upon completion of all course work the student will work with a Capstone Advisor to discuss possible paper topics. The Capstone Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). The paper will generally consist of library-based research and will typically be 20-25 pages in length.

SCFE Education, Technology and Society Concentration Master of Arts Degree Requirements (52 quarter hours)
Theoretical Core Courses: 20 quarter hours required, grade of C or better required
SCG 527 Global Issues in Education
SCG 603 Proseminar: Culture and Education
SCG 604 Proseminar: Identity, Constructions and Negotiations
SCG 608 Proseminar: Ideology, Power and Politics
SCG 611 Proseminar: Philosophical Studies in Education, Culture and Ethics

Research Inquiry Core Courses: 8 quarter hours required, grade of C or better required
SCG 610 Introduction to Research Methods
SCG 635 Advanced Qualitative Research Methodologies

Concentration Courses: 20 quarter hours required, grade of C or better required
SCG 460 Learning in a Technology Supported Classroom
SCG 402 Psychology of Learning
SCG 614 Critical Media Literacy
SCG 615 Theorizing in Education, Technology and Society
SCG 582 Practicum in Educational Technology and New Media

**Thesis Course: 4 quarter hours, grade of C or better required**
SCG 636 Thesis Research in Social Cultural Foundations in Education (4 quarter hours)
The student prepares a thesis, which is a report of the results of an original investigation. Before beginning work on the thesis, the student must obtain approval of the subject and general plan from their Thesis Advisor. The Thesis Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). Additional Thesis Committee members are optional based upon discussion between a student and his/her Thesis Advisor. It is advised that students select their thesis chair no later than the spring quarter of the second year. The College of Education Thesis Handbook outlines the policies and procedures needed to successfully satisfy the thesis requirement. The College of Education Thesis Handbook can be obtained from the Department of Educational Policy Studies and Research office or the College of Education website: http://education.depaul.edu

**SCFE Education, Technology and Society Concentration Master of Education Degree Requirements** (56 quarter hours)

**Theoretical Core Courses:** 20 quarter hours required, grade of C or better required
SCG 527 Global Issues in Education
SCG 603 Proseminar: Culture and Education
SCG 604 Proseminar: Identity, Constructions and Negotiations
SCG 608 Proseminar: Ideology, Power and Politics
SCG 611 Proseminar: Philosophical Studies in Education, Culture and Ethics

**Research Inquiry Core Courses:** 8 quarter hours required, grade of C or better required
SCG 610 Introduction to Research Methods
SCG 635 Advanced Qualitative Research Methodologies

**Concentration Courses:** 20 quarter hours required, grade of C or better required
CS 460 Learning in a Technology Supported Classroom
SCG 402 Psychology of Learning
SCG 614 Critical Media Literacy
SCG 615 Theorizing in Education, Technology and Society
SCG 582 Practicum in Educational Technology and New Media

**Two Elective Courses with Faculty Advisor Approval:** 8 quarter hours required, grade of C or better required
*Prior to selecting electives, students are required to complete the first 4 Proseminar courses: SCG 527, 603, 604 and 608. In the Spring Term of their first year in addition to SCG 611, students are allowed to sign up for one elective course.

- College of Education or Non-College of Education Electives (8 quarter hours required)

**Capstone Course:** non-credit, non-tuition, PA grade required
SCG 637 Capstone in Social and Cultural Foundations in Education
Upon completion of all course work, the student will work with a Capstone Advisor to discuss possible paper topics. The Capstone Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). The paper will generally consist of library-based research and will typically be 20-25 pages in length.

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for thesis course or capstone and complete thesis course or capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing thesis course or capstone.

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

Department of Leadership, Language, and Curriculum

College of Education - Graduate Studies ▸ College of Education Departments ▸ Department of Leadership, Language, and Curriculum

About Leadership, Language, and Curriculum

The Department of Leadership, Language and Curriculum is a multidisciplinary academic body that aims to fully prepare urban multicultural professional practitioners and leaders to work in a variety of educational and community settings. Practitioners who complete a course of study offered by our department will contribute to their respective fields, balance theory with practice, consider multiple points of view in decision making, promote positive transformations in the settings in which they are engaged, and continue to function as life long learners. The practitioners professional role is shaped by ongoing reflection and positive engagement with the individual, the community, and the larger sociopolitical realities. The preparation we offer practitioners demonstrates our commitment to social justice, critical pedagogy, and positive educational transformation. The disciplines in the Department address these themes from a variety of perspectives that include language and culture, curriculum theory and development, and educational leadership in administration and supervision.

The following graduate programs are offered at Lincoln Park:

- M.A or M.Ed. in Bilingual Bicultural Education
- M.A or M.Ed. in Curriculum Studies
- M.A or M.Ed. in Educational Leadership

Bilingual/Bicultural Education Program

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

**Degree Program**
- Master of Arts (M.A.): 52 quarter hours
- Master of Education (M.Ed.): 52 quarter hours

**Campus Location**
- Lincoln Park

**Certification Option**
- Students seeking the Masters degree in Bilingual Bicultural Education have the option to also pursue an Illinois initial or subsequent teaching certificate. Please consult your academic advisor as an additional program application may be required.

**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.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

**Endorsements**
- Bilingual Education (BE): Requires an Illinois target language proficiency (TLP) test in addition to the required coursework and field experience hours.
- English as a Second Language (ESL): Must complete the required coursework and field experience hours (does not require a language proficiency test).

**Admission Requirements**
- A completed College of Education graduate application
- A Bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- A resume or curriculum vitae
- Two letters of recommendation from professors or supervisors
- One official transcript from all colleges and/or universities attended
- Statement of purpose indicating professional development goals and related experience (750 words)

**Master Degree Requirements** (52 quarter hours)
**Social and Cultural Foundations Courses:** 12 quarter hours required, grade of C or better required  
SCG 408 Education and Society  
SCG 410 Introduction to Research: Purposes, Issues and Methodologies  
SCG 439 Philosophy and Psychology of Middle Level Education

**Bilingual Bicultural Courses:** 36 quarter hours required, grade of C or better required  
BBE 402 Bilingual-Bicultural Program Design and Curriculum Development  
BBE 404 Language, Literacy, and Culture  
BBE 406 Sociopolitical and Historical Perspectives in Bilingual Education  
BBE 407 Equity Issues in Assessment
BBE 425  Biliteracy Practices in Bilingual Education and ESL
BBE 466  First and Second Language Acquisition
BBE 520  Research Methods in Bilingual and Second Language Education
(prerequisite: SCG 410)
BBE 524  Methods of Teaching ESL
BBE 526  Theoretical Foundations of Teaching ESL

100 Field Experience Hours: 0 quarter hours
BBE 097  Field Experiences in Bilingual and Second Language Education
(non-credit, non-tuition, PA grade required)

Master of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required
BBE 510  Special Topics in Language Education (4 quarter hours, M.Ed. degree only)
BBE 608  Capstone in Bilingual/Bicultural Education (non-credit, non-tuition, PA grade required)
Capstone project completed in conjunction with faculty advisement

Master of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required
BBE 589  Thesis Research in Bilingual/Bicultural Education (4 quarter hours)
The Masters Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the
Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required.
Consult the M.A. Thesis Handbook for additional information.

Bilingual Education (BE) Endorsement Only Requirements (28 quarter hours)
Illinois target language proficiency (TLP) test required in addition to the coursework and field experience hours
below (grade of C or better required in all courses):
BBE 402  Bilingual-Bicultural Program Design and Curriculum Development
BBE 404  Language, Literacy, and Culture
BBE 406  Sociopolitical and Historical Perspectives in Bilingual Education
BBE 407  Equity Issues in Assessment
BBE 425  Biliteracy Practices in Bilingual Education and ESL
BBE 466  First and Second Language Acquisition
BBE 524  Methods of Teaching ESL
BBE 097  Experiences in Bilingual and Second Language Education
(non-credit, non-tuition), PA grade required)

English as a Second Language (ESL) Endorsement Only Requirements (28 quarter hours) Must
complete the coursework and field experience hours below (grade of C or better required):
BBE 402  Bilingual-Bicultural Program Design and Curriculum Development
BBE 404  Language, Literacy, and Culture
BBE 407  Equity Issues in Assessment
BBE 425  Biliteracy Practices in Bilingual Education and ESL
BBE 466  First and Second Language Acquisition
BBE 524  Methods of Teaching ESL
BBE 526  Theoretical Foundations of Teaching ESL
BBE 097  Field Experiences in Bilingual and Second Language Education (non-credit)

Endorsement Application
Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful
completion of the required coursework and certification tests. All individuals must meet ISBE requirements at
the time of application. Requirements are subject to change per the discretion of ISBE. All certification
guidelines, rules, and requirements can be found on their website at www.isbe.net.

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

It is your responsibility to initiate the degree conferral application process by submitting an online application.
 Submitting an application means you intend to finish your degree requirements by the end of the term for
which you have applied.

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

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

Curriculum Studies Program For Social Justice, Democracy, and Urban Education

Curriculum Studies programs at DePaul share a commitment to social justice, democracy, and critical engagement with issues affecting urban and marginalized students. Our programs assist educators in reflecting on and strengthening their own practice and challenging themselves and their colleagues to work effectively for justice and educational excellence. Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education. The Curriculum Studies program is designed for educators who wish to enhance their skills in teaching, curriculum development, or the administration of a department or educational program. It aims to equip leaders in a variety of educational settings with the skills necessary to develop, justify, evaluate, and modify curricula to better serve the needs of students, especially urban and marginalized students.

Programs of Study (POS) Within this framework, the Curriculum Studies Program offers a number of Programs of Study (POS) that provide options for students to meet their own professional goals leading to an MEd or MA. These programs of study include a set of carefully chosen electives to support a students career goals. Approved Programs of Study are available in: A. Curriculum Studies/Curriculum Specialist; or B. Curriculum Studies/Individualized Plan.

A. MEd/MA in Curriculum Studies/Curriculum Specialist: This POS allows teacher/practitioners to take the full range of curriculum studies courses. It is designed for those who wish to develop their understanding of curriculum history, theory, development, evaluation, the relationship between theory and practice, and the intersection of teaching and curriculum. This POS serves a solid foundation for teacher/practitioners wishing to enhance their sense of professional identity and their teaching, teachers interested in serving as curricular and instructional leaders, and those working within other educational programs where a knowledge of curriculum history, theory, practice, design, and evaluation are central to their work. (See specific POS requirements below)

B. MEd/MA in Curriculum Studies/Individualized Plan: This POS is for teacher/practitioners wishing to develop their understanding of curriculum history, theory, development, evaluation, the relationship between theory and practice, and the intersection of teaching and curriculum while allowing them to further specific professional interests. In addition to a set of core courses in curriculum studies, students select (in consultation with their academic advisor) up to four courses that will support their continued development in their content area or other area of professional interest. These courses could be selected in a way that works toward an additional area of endorsement or certificate (although additional course work may be needed beyond these courses to complete the endorsement or certificate). This POS is designed for
teacher/practitioners who are interested both in enhancing their curricular knowledge and practice and who have a strong interest in an additional area of study to support their professional development. (See specific POS requirements below)

**Degree Programs**

- Master of Arts (M.A.): 52 quarter hours (some exceptions exist, see requirements below for specifics) and satisfactory completion of a Masters thesis.
- Master of Education (M.Ed.): 52 quarter hours (some exceptions exist, see requirements below for specifics) and satisfactory completion of Masters papers.

**Campus Location**

- Lincoln Park

**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.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

**Admission Requirements**

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two years of successful teaching, pupil personnel work, or other appropriate work experience
- Two letters of recommendation from professors or supervisors
- One official transcript from all colleges and/or universities attended
- Resume
- Personal statement (see application for details)
- Evidence of adequate background for the program

**A. Curriculum Studies/Curriculum Specialist  MEd/MA Degree Requirements**

(52 quarter hours/13 courses)

**-Social and Cultural Studies Courses:** 12 quarter hours (3 courses) required, grade of C or better required

**Required:**

- SCG 610 (preferred) Introduction to Research or SCG 410 (if SCG 610 not offered or full) Introduction to Research: Purposes, Issues and Methodologies

**Choose one of the following:**

- SCG 401 Advanced Developmental Psychology
- SCG 402 Psychology of Learning
- SCG 403 Human Development and Learning, Elementary
- SCG 604 (preferred) Identity: Constructions and Negotiations or SCG 406 (if SCG 604 not offered or full) Human Development and Learning, Secondary
- SCG 439 Philosophy and Psychology of Middle Level Education

**Choose one of the following:**

- SCG 608 (preferred) Ideology, Power, and Politics or SCG 408 (if SCG 606 not offered or full) Education and Society
Education and Society
SCG 603 (preferred) Culture and Education or SCG 409 (if SCG 603 not offered or full) Sociology of Education
SCG 611 (preferred) Philosophical Studies in Education, Culture, and Ethics or SCG 411 (if SCG 611 not offered or full) Philosophy of Education

-Supervision or Organizational Development Courses: 4 quarter hours required, grade of C or better required
Choose one of the following:
A&S 498 Principles and Practices of Supervision
A&S 590 Organizational Development

-Core Curriculum Courses: 16 quarter hours (4 courses) required, grade of C or better required
CS 482 The History of Curriculum Practice
CS 485 Curriculum/Program Evaluation
CS 591 Curriculum Theorizing: Multiple Lenses
CS 488 Designing and Interpreting Curriculum
CS 489 Developing Critical and Creative Thinking

-Curriculum Studies Courses: 16 quarter hours (4 courses) required, grade of C or better required
CS 472 Ethics, Curriculum, and Social Change
CS 473 Assessment
CS 481 The Study of Teachers and Teaching
CS 492 Creating and Sustaining Professional Learning Communities

-Master of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required
CS 580 Research Seminar in Curriculum Studies (4 quarter hours, M.Ed. degree only)
CS 606 Review of Literature (non-credit, non-tuition, PA grade required)
CS 607 Integrative Paper (non-credit, non-tuition, PA grade required)
Review of Literature and Integrative Paper completed in conjunction with faculty advisement

-Master of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required
CS 589 Thesis Research in Curriculum Studies (4 quarter hours)

B. Curriculum Studies/Individualized Plan MEd/MA Degree Requirements
(52 quarter hours/13 courses)

-Social and Cultural Studies Courses: 12 quarter hours (3 courses) required, grade of C or better required
Required:
SCG 610 (preferred) Introduction to Research or SCG 410 (if SCG 610 not offered or full) Introduction to Research: Purposes, Issues and Methodologies

Choose one of the following:
SCG 401 Advanced Developmental Psychology
SCG 402 Psychology of Learning
SCG 403 Human Development and Learning, Elementary
SCG 604 (preferred) Identity: Constructions and Negotiations or SCG 406 (if SCG 604 not offered or full) Human Development and Learning, Secondary
SCG 439 Philosophy and Psychology of Middle Level Education

Choose one of the following:
SCG 608 (preferred) Ideology, Power, and Politics or SCG 408 (if SCG 608 not offered or full) Education and Society
SCG 603 (preferred) Culture and Education or SCG 409 (if SCG 603 not offered or full) Sociology of Education
SCG 611 (preferred) Philosophical Studies in Education, Culture and Ethics or SCG 411 (if SCG 611 not offered or full) Philosophy of Education

-Supervision or Organizational Development Courses: 4 quarter hours required, grade of C or better required
Choose one of the following:
A&S 498 Principles and Practices of Supervision
A&S 590 Organizational Development

-Core Curriculum Courses: 16 quarter hours (4 courses) required, grade of C or better required
Core Curriculum Courses: 16 quarter hours (4 courses) required, grade of C or better required

**CS 482** The History of Curriculum Practice
**CS 485** Curriculum/Program Evaluation
**CS 591** Curriculum Theorizing: Multiple Lenses
**CS 488** Designing and Interpreting Curriculum
**CS 489** Developing Critical and Creative Thinking

**-Individualized Plan Courses:** 16 quarter hours (4 courses) required, grade of C or better required

**Choose four per faculty approval**

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

**-Master of Education (M.Ed.) Degree Requirements:** 4 quarter hours, grade of C or better required

**CS 580** Research Seminar in Curriculum Studies (4 quarter hours, M.Ed. degree only)
**CS 606** Review of Literature (non-credit, non-tuition, PA grade required)
**CS 607** Integrative Paper (non-credit, non-tuition, PA grade required)

Review of Literature and Integrative Paper completed in conjunction with faculty advisement

**-Master of Arts (M.A.) Degree Requirements:** 4 quarter hours, grade of C or better required

**CS 589** Thesis Research in Curriculum Studies (4 quarter hours)


**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.

Graduate students must be approved for thesis course or capstone and complete thesis course or capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing thesis course or capstone.

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 consult the DePaul Graduate Student Handbook section, COE Graduate Student Handbook, and the Curriculum Studies Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.
Curriculum Studies: Master of Science in Middle School Mathematics Education Program

Degree Programs
- Master of Science (M.S.): 48 quarter hours

Campus Location
- Lincoln Park

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

Admission Requirements
- Copy of valid elementary or secondary teaching certificate
- Two letters of recommendation: one from a colleague speaking to your ability to work with others, your work ethic, and your commitment to the goals of the program and one from a school or district administrator attesting to your ability as an educator.
- Statement of purpose that describes yourself as a mathematics learner and your long-term career goals. This statement should also describe two scenarios: one from your most and the other of your least effective mathematics teaching experiences. Discuss what happened to students in both cases.
- Resume showing evidence of adequate background for the program
- MSME Supplemental Application Form

Master of Science in Middle School Mathematics Education Program (48 quarter hours)
The program consists of 12 required courses, which include all courses necessary for a middle school mathematics endorsement as well as the three-course CPS Algebra Initiative sequence.

Endorsment Required Courses (36 quarter hours)
- **MMT 400** Experimentation, Conjecture, and Reasoning with Numbers
- **MMT 401** Foundations of Mathematical Thinking and Learning in the Middle School
Master of Science (M.S.) Degree Requirements: 12 additional quarter hours, grade of C or better required.

MMT 405 Foundations of Mathematical Thinking and Learning in the Middle School
MMT 415 Algebra for Middle School Teachers I
MMT 416 Algebra for Middle School Teachers II
MMT 417 Functions and Modeling
MMT 420 Teaching Learning and Assessment of Middle School Mathematics
MMT 410 The Development of Middle School Mathematics Learners
MMT 425 Data Analysis
MMT 435 Ideas of Calculus in the Middle School Curriculum
MMT 440 History and Cultural Foundations of Mathematics
MMT 430 Applied Project in Mathematics Education

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

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

Application deadlines are as follows:
Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

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

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

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

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

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

Early Childhood Bilingual ESL Endorsement

The Early Childhood Bilingual/ESL Endorsement is available within the Department of Teacher Education for certified Early Childhood teachers. It is also available to first certificate early childhood T&L ECE majors as an elective sequence of courses. It is designed to enhance early childhood educators knowledge of the instructional strategies and curricula to suit the needs of young English Language Learners and their families. Course content will help participants learn how to assess and provide appropriate instruction and program to enhance the development and promote learning for young learners and their families. Participants may receive only the Bilingual ESL Endorsement, or may pursue a Masters degree in Teaching and Learning or in Bilingual Bicultural Education.

Campus Location
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

Admission Requirements

- A completed College of Education graduate application
- One official transcript from all colleges and/or universities attended
- A copy of valid teaching certificate
- Two letters of recommendation from professors or supervisors
- Statement of purpose indicating professional development goals and related experience (750 words)
- Résumé or curriculum vitae showing evidence or adequate background for program
- The admission process may also include an interview with program faculty

Illinois State Board of Education requirements for the Bilingual ESL endorsement include:

Requirements for Primary Grades English as a Second Language Endorsement
Persons seeking this endorsement must have a total of 18 semester hours of coursework required below and meet the other requirements:

A valid Illinois teaching certificate.
ESL clinical experience equal to 100 clock hours or three months teaching experience with ESL students.
Credits totaling 18 semester hours distributed among the following course areas.

a. Linguistics
b. Theoretical Foundations of Teaching ESL
c. Assessment of the Bilingual Student
d. Methods and Materials for Teaching ESL
e. Cross-Cultural Studies for Teaching Limited-English-Proficient Student
Requirements for Primary Grades Bilingual Endorsement

Persons seeking this endorsement must have a total of 18 semester hours of coursework required below and meet the other requirements:

- A valid Illinois teacher certificate.
- Bilingual clinical experience totaling 100 clock hours or three months teaching experience in bilingual programs.
- Successful completion of a language examination in the non-English language to be taught.

Credits totaling 18 semester hours distributed among the following course areas:

- a. Foundations of Bilingual Education
- b. Assessment of Bilingual Students
- c. Methods and Materials for Teaching Limited-English-Proficient Students in Bilingual Programs
- d. Cross-Cultural Studies for Teaching Limited-English-Proficient Students
- e. Methods and Materials for Teaching English as a Second Language

To receive a bilingual or ESL teacher endorsement, you may apply as part of the degree process or if you are not seeking a degree you must apply directly to ISBE. Further information about ISBE requirements is available at [www.isbe.net](http://www.isbe.net).

Once admitted to the Bilingual/ESL Early Childhood endorsement program, students should follow the sequence of courses listed below:

**BBE 408** Bilingual Early Childhood Development Theoretical Foundations

**BBE 409** English as a Second Language Instructional Foundations in Early Childhood Settings

**T&L 440** Early Childhood Education Cross-Cultural Studies

**T&L 441** Early Childhood Methods and Materials for English Language Learners

**T&L 442** Early Literacy Development and Second Language Acquisition

**T&L 443** Assessing Young Bilingual/ESL Learners

**T&L 444** Early Childhood Bilingual/ESL Practicum

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and certification tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE. All certification guidelines, rules, and requirements can be found on their website at [www.isbe.net](http://www.isbe.net).

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College of Education - Graduate Studies ▸ College of Education Departments ▸ Department of Leadership, Language, and Curriculum ▸ Educational Leadership Program

Educational Leadership Program

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

Degree Programs

- Master of Arts (M.A.): 52 quarter hours - Educational Leadership concentration
- Master of Education (M.Ed.): 52 quarter hours - Educational Leadership concentration
- Master of Arts (M.A.): 48 quarter hours - Physical Education concentration
- Master of Education (M.Ed.): 48 quarter hours - Physical Education concentration

Campus Location

- Lincoln Park
- OHare
Concentrations within the Program

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

Certification
The Educational Leadership Masters program is an Illinois State Board of Education (ISBE) approved program for the Type 75 certificate with the General Administrative (Principal) endorsement. ISBE states the following guidelines:

Individuals seeking the Type 75 certificate with General Administrative endorsement must:

1. complete an approved general administrative program at an Illinois institution
2. hold a Masters degree
3. have 2 years of full-time teaching or school service personnel experience
4. pass the Basic Skills or Test of Academic Proficiency (TAP) and Principal content-area tests

Upon completion of the Type 75 Principal program and the additional requirements, students must apply for their certificate. Students are to work with the College of Education’s Certification Officer when applying for the certificate.

Note: Courses in this program leading to the Type 75 General Administrative Endorsement are designed for practicing educators and are not open to students seeking a first teaching certificate (Teaching and Learning).

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.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students’ learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Admission Requirements

- A completed College of Education graduate application
- Two years of successful teaching or other appropriate work experience
- Two letters of recommendation from professors or supervisors
- Evidence of adequate background for program
- Interview
- Personal Statement should be a typed, double spaced document and should be between 2- 4 pages. Your statement should adhere to the following guidelines: Reflecting on the College of Education's conceptual framework, please describe your goals and how it relates to your interest in the educational leadership program and what assumptions, thoughts, and conclusions have you developed regarding working in this urban context and what evidence from your own experiences, interests and skills support these thoughts and conclusions? In writing about an issue in urban education, many applicants will consider issues of diversity, socio-economics, equity, and reform as relevant. Please also describe what role(s) you have played and/or wish to play as an educational leader in the future. For more information on our conceptual framework as you reflect on your statement click here http://education.depaul.edu/AboutUs/Philosophy/ConceptualFramework/index.asp

Academic Standards
Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Administration and Supervision Concentration Degree Requirements (52 quarter hours)
Social and Cultural Studies Courses: 12 quarter hours required

**Choose one of the following:**

SCG 401 Advanced Developmental Psychology
SCG 402 Psychology of Learning
SCG 403 Human Development and Learning, Elementary
SCG 406 Human Development and Learning, Secondary

**Required:**

SCG 408 Education and Society
SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Curriculum Course: 4 quarter hours required

**Choose one of the following:**

CS 485 Curriculum/Program Evaluation
CS 487 Introduction to Curriculum Deliberation
CS 488 Designing and Interpreting Curriculum
CS 492 Creating and Sustaining Professional Learning Communities
CS 591 Curriculum Theorizing: Multiple Lenses

Administration and Supervision Core Courses: 24 quarter hours required

A&S 491 Administrative Theory and Behavior
A&S 493 Data Driven Decision Making
A&S 494 School Finance
A&S 495 School Law
A&S 496 Home, School, Community Relations
A&S 498 Principles and Practices of Supervision

Elective Course: 4 quarter hours required

A&S 492 The Principalship
A&S 570 Historical Foundations of Catholic School Leadership
A&S 571 Spiritual and Administrative Leadership in Catholic Schools
A&S 590 Organizational Development
A&S 596 Human Resource Management
A&S 597 Politics of Education

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

Clinical Experience Course: 4 quarter hours required

*Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

**Choose one of the following:**

A&S 593 Practicum in Educational Leadership
A&S 594 Internship in Educational Leadership

Master of Education (M.Ed.) Degree Requirements: 4 quarter hours

A&S 608 Capstone in Educational Leadership (4 quarter hours)
Capstone project completed in conjunction with faculty advisement

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

A&S 599 Thesis Research in Educational Leadership (4 quarter hours)

Type 75 Certificate with the General Administrative Endorsement Only Requirements (44 quarter hours)

*Students who have completed a Masters degree program may have a transcript evaluation to determine if some of the courses may be used to fulfill the certificate’s requirements.

Social and Cultural Studies Courses: 12 quarter hours required

**Choose one of the following:**

SCG 401 Advanced Developmental Psychology
SCG 402 Psychology of Learning
SCG 403 Human Development and Learning, Elementary
SCG 406 Human Development and Learning, Secondary

**Required:**

SCG 408 Education and Society
SCG 410 Introduction to Research: Purposes, Issues and Methodologies
Curriculum Course: 4 quarter hours required
Choose one of the following:
CS 485 Curriculum/Program Evaluation
CS 487 Introduction to Curriculum Deliberation
CS 488 Designing and Interpreting Curriculum
CS 492 Creating and Sustaining Professional Learning Communities
CS 591 Curriculum Theorizing: Multiple Lenses

Administration and Supervision Core Courses: 24 quarter hours required
A&S 491 Administrative Theory and Behavior
A&S 493 Data Driven Decision Making
A&S 494 School Finance
A&S 495 School Law
A&S 496 Home, School, Community Relations
A&S 498 Principles and Practices of Supervision

Clinical Experience Course: 4 quarter hours required
*Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.
Choose one of the following:
A&S 593 Practicum in Educational Leadership
A&S 594 Internship in Educational Leadership

Certification Tests
All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their educator certificate. Principals must complete the following tests:

- Basic Skills (test #96) or TAP (tests #300, or #400) - assesses knowledge of reading comprehension, writing, and math.
- Principal Content Area Test (test #186) assesses knowledge of the content of what is required at the building administration level.

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

Educational Leadership Physical Education Concentration Degree Requirements (48 quarter hours)

Social and Cultural Studies Courses: 12 quarter hours required
Choose one of the following:
SCG 401 Advanced Developmental Psychology
SCG 402 Psychology of Learning
SCG 403 Human Development and Learning, Elementary
SCG 406 Human Development and Learning, Secondary
Required:
SCG 408 Education and Society
SCG 410 Introduction to Research: Purposes, Issues and Methodologies

Administration and Supervision Courses: 24 quarter hours required
A&S 491 Administrative Theory and Behavior
A&S 495 School Law
A&S 496 Home, School, Community Relations
A&S 498 Principles and Practices of Supervision

Physical Education Courses: 16 quarter hours
Choose four from the list:
*Required for Athletic Coaching Certification
PE 450 * Psychology of Sport Behavior and Athletic Performance
PE 451 * Current Issues and Trends in Athletics and Physical Education
PE 452 * Exercise Science and Sport
PE 453 Advanced Health Concepts
PE 454 Advanced Care of the Athlete
PE 455 Internship in Physical Education

Elective Requirement: 4 quarter hours required
Graduate courses with permission of faculty advisor or program director

Master of Education (M.Ed.) Degree Requirements: non-credit, non-tuition, PA grade required
A&S 606 Review of Literature
A&S 607 Integrative Paper
Review of Literature and Integrative Paper completed in conjunction with faculty advisement
OR
Master of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required
A&S 608 Capstone in Educational Leadership (4 quarter hours)
Capstone project completed in conjunction with faculty advisement
*Students who complete A&S 608 in replacement of A&S 606 and A&S 607 will complete an additional 4 quarter hours and will complete a total of 52 quarter hours for the MEd degree.

Master of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required
A&S 599 Thesis Research in Educational Leadership (4 quarter hours)

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.

Graduate students must be approved for capstone, thesis or papers and complete capstone, thesis or papers to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing capstone, thesis or papers.

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

Department of Counseling and Special Education

College of Education - Graduate Studies  ▶  College of Education Departments  ▶  Department of Counseling and Special Education

About Counseling and Special Education
The vision of the Department of Counseling and Special Education is to advance knowledge, model effective practices, as well as promote advocacy both for our professions and for those whom we serve. We prepare professionals based on sound theory-guided and evidence-based practices to be socially responsible leaders who value the dignity and integrity of all people, particularly those who are historically under-served or under-represented.

The Department of Counseling and Special Education is a community of scholars who value the role of the practitioner in all roles of teaching, research and service. Faculty use student-focused methods to enhance engagement of future professionals in learning and applying their knowledge and skills in diverse settings. This commitment to theory-guided and evidence-based practices is also demonstrated through faculty teaching, scholarship and service endeavors. We seek to foster Vincentian Personalism and provide opportunities for advancement through education.

The Department is comprised of two programs from distinct yet related fields. Each program has the following distinct foci and needs:

**Counseling Program**

The program in Counseling provides professionals with theoretical frameworks and competencies that prepare them to provide counseling services. Within the Counseling Program, there are three degree programs. These are community counseling, school counseling, and college student development. The concentrations in community and school counseling integrate Illinois state requirements for licensure and certification and all concentrations meet national standards for professional practice. All programs are 72 credit hours and include a 100-hour practicum and two 300 credit hour internships. These clinical experiences are mandatory and for the school and community counseling concentrations are required by the state for certification and licensure. A degree from this program gives rise to career opportunities such as school counseling in elementary, middle, and high schools; counseling in community agencies; counseling in higher education; career counseling through the lifespan; counseling in hospitals or institutional-care settings; group counseling; couples and family counseling; or counseling in private practice. All of the programs emphasize and are designed to foster leadership, advocacy, and social justice.

**Special Education Program**

The Special Education program currently offers three concentrations all leading to either an M.A or an M.Ed. The Special Education for Teachers program prepares currently certified teachers to work in special education and results in a LBS-I certificate (Type 10 K-12). Students in the Special Education for Teachers program may work in a variety of settings as special education teachers. Combining the disciplines of Learning Disabilities and Reading Education, the Reading and Learning Disabilities concentration leads to a Reading Specialist Certificate (Type 10 K-12) and prepares students to work as reading specialists within school as well as professionals in clinics or private practice. A third concentration, the Dual Certification in Elementary Education and Special Education, is for individuals with a Bachelors Degree in an area other than education. This pre-service program leads to both a Type 10 LBS-I and a Type 03 Elementary Education certificate. Graduates of the Dual Certification program may teach in either general or special education settings.

The following graduate programs are offered at Lincoln Park:

- M.A or M.Ed. Counseling
- M.A or M.Ed. Literacy and Specialized Instruction

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**College of Education - Graduate Studies ▶ College of Education Departments ▶ Department of Counseling and Special Education ▶ Counseling Program**

**Counseling Program**

**Degree Programs**

- Master of Arts (M.A.): 72 quarter hours
- Master of Education (M.Ed.): 72 quarter hours

**Degree Concentrations**

- College Student Development
- Community Counseling
- School Counseling

**Campus Location**

- Lincoln Park

**Certificate Option**

The Counseling programs School Counseling concentration is an Illinois State Board of Education (ISBE)
The Counseling program’s School Counseling concentration is an Illinois State Board of Education (ISBE) approved program for the School Service Personnel Type 73 certificate with the School Counselor endorsement. ISBE states the following guidelines:

Individuals seeking the Type 73 certificate with the School Counselor endorsement must:

1. complete an approved school counseling program at an Illinois institution
2. hold a Masters degree in school counseling; counseling or a related field; or an educational field
3. pass the Basic Skills or Test of Academic Proficiency (TAP) and School Counselor content-area tests
4. hold or be qualified to hold a teaching certificate OR complete coursework addressing required knowledge as part of an approved program

Upon completion of the School Counseling concentrations coursework and the additional State requirements, students must apply for their certificate. Students are to work with the College of Educations Certification Officer when applying for the certificate.

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

**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.

- Is receptive to supervisor and faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Takes initiative in all learning experiences and responsibility for his or her own professional growth and development
- Is committed to clear oral and written communication, both in traditional and in new and emerging digital formats
- Is open to new ideas and engagement in learning
- Appreciates diversity and demonstrates awareness of personal biases
- Respects and considers cultural contexts in order to determine how to be responsive to students and clients and to proactively promote social justice
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Communicates and cooperates effectively with others
- Is committed to collaboration with students/clients, colleagues, families, and communities in order to promote growth and development
- Demonstrates consistent professional behavior across all settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one’s behavior
- Expresses feelings and opinions effectively and appropriately

**Admission Requirements**

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- Admission Requirements for all concentrations of the counseling program which includes: College Student Development, Community Counseling and School Counseling are listed below.
- Three letters of recommendation: one from a professor addressing your academic ability, one from a work supervisor and one from either another professor or supervisor.
- Interview with program faculty upon request.
- Personal Statement should be 3-4 pages double spaced and typed and should tell us about your career goals, your motivation for becoming a counselor, and what you hope to accomplish in the Counseling program. Describe your personal and professional experiences as well as characteristics that you believe support your application.

To do so, please respond to the following questions:

1. What is your motivation for becoming a counselor?
2. What are your short and long term professional goals?
3. What are your short and long term professional goals?

4. The roles of the counselor are multiple and include listener, advocate, leader, consultant, multiculturalist, educator, and group leader. From your perspective, please rank the roles of a counselor in terms of importance and provide a rationale discussing your placement of the top three roles.

5. What roles have been most comfortable for you in a group setting? Describe what made these roles comfortable for you.

6. We are often faced with situations which do not turn out as we had planned. How do you handle situations where you don't see things going in the way that you would like?

**College Student Development Concentration Program Description**: This Master's degree prepares Counseling professionals to work in various offices within student affairs such as in career centers, offices of residence life, and college counseling centers. It provides the Counseling Professional with the skills and processes to provide individual and group counseling and to serve as a leader and advocate for students, universities, and the profession.

The Counseling Program requires students to earn a grade of B- or better in all Counseling (CSL) courses. A course must be repeated if a grade below a B- is earned. A GPA of 3.0 is required before CSL students are eligible to be registered for CSL 552 (Practicum). A grade of B or better in CSL 552, 553 (Internship I), and 554 (Internship II) is required. Any grade below a B in CSL 552, 553, and 554 is a failing grade and will require the student to repeat the course.

**College Student Development Concentration Degree Requirements** (72 quarter hours)

**Social and Cultural Studies Courses**: 8 quarter hours required, grade of C or better required
- SCG 401 Advanced Developmental Psychology
- SCG 410 Introduction to Research: Purposes, Issues and Methodologies

**Counseling Courses**: 52 quarter hours required, grade of C or better required
- CSL 451 Legal and Ethical Issues in Counseling
- CSL 452 Introduction to the Counseling Profession
- CSL 454 Career Counseling (prerequisite: CSL 501)
- CSL 458 Group Counseling (prerequisites: CSL 451, 452, 467, 501 & 510)
- CSL 461 Testing and Appraisal (prerequisite: SCG 410)
- CSL 467 Counseling Theories (prerequisites: CSL 451, CSL 452)
- CSL 490 Foundation of Student Affairs (prerequisites: CSL 451, CSL 452)
- CSL 491 Contextual Dimensions of College Student Development (prerequisite: CSL 490)
- CSL 492 Program Development in Student Affairs (prerequisite: CSL 491)
- CSL 501 Counseling Skills (prerequisites: CSL 451, CSL 452)
- CSL 510 Multicultural Counseling (prerequisite: CSL 452)
- CSL 511 Supervision (prerequisites: CSL 451, 452, 467 & 501)
- CSL 512 Crisis Intervention (prerequisites: CSL 451, 452, 467 & 501)
- CSL 513 Consultation for Counselors (prerequisites: CSL 451, 452, 467 & 501)
- PLUS Counseling Elective (4-credit hour course per faculty advisor approval)

**Clinical Experience**

Students complete their Clinical Experience during the last year in the program. The Clinical Experience Courses include the Practicum, Internship in Counseling I, and Internship in Counseling II. Students are enrolled in the Practicum course Autumn Quarter; Internship in Counseling I Winter Quarter; Internship in Counseling II Spring Quarter. Students must complete a formal application process to participate in the Clinical Experience courses. This includes attending a clinical orientation a full year before beginning the Clinical Experience, submitting an initial application, and securing a placement site. Successful completion of the application requirements is noted as milestone courses on a students transcripts. Consult academic advisor for additional information on application and course enrollment process.

**Clinical Experience Application Courses**: non-credit, non-tuition
- CSL 095 Clinical Orientation
- CSL 096 Clinical Application
- CSL 097 Clinical Placement

**Prerequisites**: All courses with the exception of CSL 512 and CSL 513 must be completed prior to being enrolled in the Practicum course.

**Clinical Experience Courses**: 12 quarter hours required, grade of C or better required
- CSL 552 Practicum (100 clock hours) (prerequisites: CSL 458, CSL 461, CSL 492, CSL 510, and CSL 511)
- CSL 553 Internship in Counseling I (300 clock hours) (prerequisites: CSL 552)
- CSL 554 Internship in Counseling II (300 clock hours) (prerequisites: CSL 553)

**Master of Education (M.Ed.) Degree Requirements**
Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553 and CSL 554. Does not require additional course enrollment.

**Master of Arts (M.A.) Degree Requirements:** non-credit, non-tuition, grade of C or better required

-CSL 559 Thesis Research in Counseling

The Masters Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral examination are required. Consult the M.A. Thesis Handbook for additional information.

**School Counseling Concentration Program Description:** This Masters degree allows the student to become certified as a school counselor (Type 73 Certification). The sequence prepares Counseling Professionals to work in public and private K-12 school systems and gives the Counseling Professional skills and processes to provide individual and group counseling and to serve as a leader and advocate for students, schools, and the profession. The Counseling Program requires students to earn a grade of B- or better in all Counseling (CSL) courses.

A course must be repeated if a grade below a B- is earned. A GPA of 3.0 is required before CSL students are eligible to be registered for CSL 552 (Practicum). A grade of B or better in CSL 552, 553 (Internship I), and 554 (Internship II) is required. Any grade below a B in CSL 552, 553, and 554 is a failing grade and will require the student to repeat the course.

**School Counseling Concentration Degree Requirements** (72 quarter hours)

**Social and Cultural Studies Courses:** 8 quarter hours required, grade of C or better required

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

**Counseling Courses:** 52-56* quarter hours required, grade of C or better required

-CSL 451 Legal and Ethical Issues in Counseling
-CSL 452 Introduction to the Counseling Profession
-CSL 458 Group Counseling (prerequisites: CSL 451, 452, 467, 501 & 510)
-CSL 461 Testing and Appraisal (prerequisite: SCG 410)
-CSL 467 Counseling Theories (prerequisites: CSL 451, CSL 452)
-CSL 475 Career Counseling for School Counselors (prerequisite: CSL 501)
-CSL 489 Psychopathology (prerequisites: CSL 451, 452, 467, & 501)
-CSL 501 Counseling Skills (prerequisites: CSL 451, CSL 452)
-CSL 510 Multicultural Counseling (prerequisite: CSL 452)
-CSL 514 Crisis Intervention for School Counseling (prerequisites: CSL 451, 452, 467, & 501)
-CSL 519 Special Education: Legal and Professional Issues for School Counselors (prerequisites: CSL 451, CSL 452)
-CSL 520 Counseling Children and Adolescents (prerequisites: CSL 451, 452, 467, & 501)
-CSL 521 Contextual Dimensions of School Counseling (prerequisites: CSL 451, CSL 452)
-CSL 522 Delivery of Comprehensive Developmental School Counseling Programs (prerequisite: CSL 521)
-CSL 523* Learning and Classroom Management for School Counselors (required only for students without a teaching certificate)

**Clinical Experience**

Students complete their Clinical Experience during the last year in the program. The Clinical Experience Courses include the Practicum, Internship in Counseling I, and Internship in Counseling II. Students are enrolled in the Practicum course Autumn Quarter; Internship in Counseling I Winter Quarter; Internship in Counseling II Spring Quarter. Students must complete a formal application process to participate in the Clinical Experience courses. This includes attending a clinical orientation a full year before beginning the Clinical Experience, submitting an initial application, and securing a placement site. Successful completion of the application requirements is noted as milestone courses on a student transcripts. Consult academic advisor for additional information on application and course enrollment process.

**Clinical Experience Application Courses:** non-credit, non-tuition

-CSL 095 Clinical Orientation
-CSL 096 Clinical Application
-CSL 097 Clinical Placement

**Prerequisites:** All courses with the exception of CSL 512 must be completed prior to being enrolled in the Practicum course.

**Clinical Experience Courses:** 12 quarter hours required, grade of C or better required

-CSL 552 Practicum (100 clock hours) (prerequisites: CSL 475, CSL 458, CSL 461, CSL 489, CSL 510, CSL 519, CSL 520, CSL 521, CSL 522, and CSL 523*]
-CSL 553 Internship in Counseling I (300 clock hours) (prerequisites: CSL 552)
-CSL 554 Internship in Counseling II (300 clock hours) (prerequisites: CSL 553)
**Master of Education (M.Ed.) Degree Requirements**
Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553 and CSL 554. Does not require additional course enrollment.

**Master of Arts (M.A.) Degree Requirements: non-credit, non-tuition, grade of C or better required**

**CSL 559 Thesis Research in Counseling**
The Masters Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral examination are required. Consult the M.A. Thesis Handbook for additional information.

**Community Counseling Concentration Program Description:** This Masters degree allows the students who enter the community counseling concentration, after passing the state licensure exam, to become licensed as a Licensed Professional Counselor (LPC). The Concentration prepares Counseling professionals to work in various settings such as community agencies, private practice, and not-for-profit organizations. Such a specialty gives the Counseling Professional skills and processes to provide individual and group counseling and to serve as a leader and advocate for clients, communities, and the profession.

The Counseling Program requires students to earn a grade of B- or better in all Counseling (CSL) courses. A course must be repeated if a grade below a B- is earned. A GPA of 3.0 is required before CSL students are eligible to be registered for CSL 552 (Practicum). A grade of B or better in CSL 552, 553 (Internship I), and 554 (Internship II) is required. Any grade below a B in CSL 552, 553, and 554 is a failing grade and will require the student to repeat the course.

**Community Counseling Concentration Degree Requirements** (72 quarter hours)

**Social and Cultural Studies Courses:** 8 quarter hours required, grade of C or better required
SCG 401 Advanced Developmental Psychology
SCG 410 Introduction to Research: Purposes, Issues and Methodologies

**Counseling Courses:** 52 quarter hours required, grade of C or better required
CSL 451 Legal and Ethical Issues in Counseling
CSL 452 Introduction to the Counseling Profession
CSL 454 Career Counseling (prerequisite: CSL 501)
CSL 458 Group Counseling (prerequisites: CSL 451, 452, 467, 501 & 510)
CSL 461 Testing and Appraisal (prerequisite: SCG 410)
CSL 466 Assessment & Treatment of Chemical Dependency (prerequisites: CSL 451, 452, 467, 501 & 510)
CSL 467 Counseling Theories (prerequisites: CSL 451, CSL 452)
CSL 489 Psychopathology (prerequisites: CSL 451, 452, 467, & 501)
CSL 501 Counseling Skills (prerequisites: CSL 451, CSL 452)
CSL 510 Multicultural Counseling (prerequisite: CSL 452)
CSL 511 Supervision (prerequisites: CSL 451, 452, 467, & 501)
CSL 512 Crisis Intervention (prerequisites: CSL 451, 452, 467, & 501)
CSL 513 Consultation for Counselors (prerequisites: CSL 451, 452, 467, & 501)
CSL 556 Couples and Family Counseling (prerequisites: CSL 451, 452, 467, 501 & 510)
PLUS Counseling Elective (4-credit hour course per faculty advisor approval)

**Clinical Experience**
Students complete their Clinical Experience during the last year in the program. The Clinical Experience Courses include the Practicum, Internship in Counseling I, and Internship in Counseling II. Students are enrolled in the Practicum course Autumn Quarter; Internship in Counseling I Winter Quarter; Internship in Counseling II Spring Quarter. Students must complete a formal application process to participate in the Clinical Experience courses. This includes attending a clinical orientation a full year before beginning the Clinical Experience, submitting an initial application, and securing a placement site. Successful completion of the application requirements is noted as milestone courses on a students transcripts. Consult academic advisor for additional information on application and course enrollment process.

**Clinical Experience Application Courses:** non-credit, non-tuition
CSL 095 Clinical Orientation
CSL 096 Clinical Application
CSL 097 Clinical Placement

**Prerequisites:** All courses with the exception of CSL 512 and CSL 513 must be completed prior to being enrolled in the Practicum course.

**Clinical Experience Courses:** 12 quarter hours required, grade of C or better required
CSL 552 Practicum (100 clock hours) (prerequisites: CSL 458, CSL 461, CSL 489, CSL 510, and CSL 511)
CSL 553 Internship in Counseling I (300 clock hours) (prerequisites: CSL 552)
CSL 554 Internship in Counseling II (300 clock hours) (prerequisites: CSL 553)
Master of Education (M.Ed.) Degree Requirements
Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553 and CSL 554. Does not require additional course enrollment.

Master of Arts (M.A.) Degree Requirements: non-credit, non-tuition, grade of C or better required
CSL 559 Thesis Research in Counseling
The Masters Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral examination are required. Consult the M.A. Thesis Handbook for additional information.

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for internship and complete internship to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are 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. Distinction is not announced at the ceremony for students completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

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

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

Literacy and Special Instruction Program

The program in Literacy and Specialized Instruction fosters leadership in three areas of specialized instruction: (a) Dual Certification - Special Education combined with Elementary Education, (b) Reading Specialist, and (c) Special Education for Teachers. The Dual Certification concentration in Special Education (Special K-12) and Elementary Education (K-9) prepares candidates to teach both special and regular education and leads to initial teacher certification in two areas. Coursework focuses on a theoretical understanding of both regular education and special education as well as on strategies for working with children in a wide variety of classroom settings. The Reading Specialist concentration combines the disciplines of Learning Disabilities and Reading Education (Developmental and Remedial Reading) and leads to a Reading Specialist Certificate (Special K-12) and prepares students to work primarily as reading
specialists and as professionals in clinics or private practice. Coursework focuses on a theoretical understanding of reading problems and learning disabilities in individuals of all ages. The Special Education for Teachers (Learning & Behavior Specialist 1) program prepares currently certified general education teachers to work in special education, and results in a LBS-I certificate (Type 10 K-12) or an endorsement. Students in the Special Education for Teachers program may work with individuals with special needs in a variety of settings.

Degree Programs

- Master of Arts (M.A.): 56 quarter hours Special Education for Teachers (Learning & Behavior Specialist 1 - LBS1) concentration
- Master of Education (M.Ed.): 52 quarter hours Special Education for Teachers (Learning & Behavior Specialist - LBS1) concentration
- Master of Arts (M.A.): 56 quarter hours Reading Specialist concentration
- Master of Education (M.Ed.): 52 quarter hours Reading Specialist concentration
- Master of Arts (M.A.): 84 quarter hours Dual Certification
- Master of Education (M.Ed.): 80 quarter hours Dual Certification concentration

Campus Location

- Lincoln Park

Concentrations within the Program

- Special Education of Teachers (Learning Behavior Specialist 1) Concentration
- Reading Specialist Concentration
- Dual Certification Concentration

Certification

Students are eligible for an initial Elementary (K-9) teaching certificate and an initial Type 10 (pre-K-21) teaching certificate with an LBS1 endorsement upon completion of the Dual Certification Masters program and the required certification tests.

Students are eligible for an initial Type 10 (pre-K-21) teaching certificate with an LBS1 endorsement upon completion of the Special Education for Teachers (Learning Behavior Specialist 1) Masters program and the required certification tests. Certificate only and endorsement only options available. Note: Courses in the Special Education for Teachers concentration are designed for practicing educators and are not open to students seeking a first teaching certificate (Teaching and Learning).

Students are eligible for an initial Type 10 certificate (K-12) teaching certificate with a Reading Specialist endorsement upon completion of the Reading Specialist Masters program, the required certification tests, and the required employment experience (2-years of full-time teaching experience).

Note: Courses in the Reading Specialist concentration are designed for practicing educators and are not open to students seeking a first teaching certificate (Teaching and Learning).

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.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
* Upholds confidentiality

**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](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. Courses must have a grade of C or better to qualify for endorsements.

**For science and social science, 32 semester hours (48 Quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test 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.

**Admission Requirements**

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Personal statement (see application for details)
- Resume
- Interview

**Additional Requirements for Reading Specialist Concentration**

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

**Additional Requirements for Dual Certification Concentration**

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

**Additional Requirements for the Special Education for Teachers Concentration**

- Valid Illinois Teaching Certificate
- Evidence of adequate background for the program

**Dual Certification Concentration Degree Requirements** (80 hours M.Ed; 84 hours M.A.)

**Advanced Standing**

All Education students have a two stage admission process. Upon being admitted to the College of Education students begin as a Pre-Education Teacher Candidate. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

**Advanced Standing Requirements:**
All students must complete specific requirements in order to take the Advanced Standing courses.
Requirements include:

- EDU 025 Basic Technology
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Cumulative GPA of 3.00
- A minimum of 8 quarter hours completed at DePaul
- Petition for Advanced Standing form

You can apply for advanced standing once you have completed the above requirements by submitting the Petition for Advanced Standing form.

Certification Tests
All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Dual Certification students must complete the following tests:

- Basic Skills (test #096) or TAP (tests #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. Test is required before Student Teaching (deadlines apply)
- LBS1 Content Area Test (test #155) assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply)
- Special Education General Curriculum Test (test #163) assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required for admission to Student Teaching,
- Assessment of Professional Teaching (APT) (test #104, grades K-12) assesses knowledge of teaching practice and classroom scenarios. Test is required to be certified, recommended to take before Student Teaching.

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

Field Experiences
Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. 200 hours of non-paid pre-student teaching field experience are required. Special requirements include: regular and special education settings, experiences in inclusive settings, special education experiences at the high school level. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit http://education.depaul.edu/currentstudents/fieldexperiences/index.asp.

Content Area Prerequisites
*A transcript evaluation will be completed upon admission to the program. If deficiencies exist, they must be completed prior to student teaching.
College coursework in Writing
College coursework in Fine Arts or Literature
College coursework in Mathematics
College coursework in Science
College coursework in American Government or U.S. History
College coursework in Social Science

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

EDU 025 Basic Technology Literacy *(non-credit, non-tuition)*
LSI 442 Characteristics of the Exceptional Learner
SCG 401 Advanced Development Psychology
SCG 408 Education and Society
T&L 409 Professional Practice in Elementary Schools
T&L 418 Learning Through the Arts

Advanced Standing Courses: 48 quarter hours required, grade of C or better required
LSI 443 Psychological Tests & Diagnosis
LSI 458 High Incidence I (BD)
LSI 461 Collaborative Practice & Special Education
LSI 462 Instructional Strategies I
LSI 467 High Incidence II (Reading/LD)
LSI 468 Low Incidence I (MR/Autism)
Student Teaching Requirements
Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**
- Completion of all Liberal Studies, Pre-Education, Advanced Standing and concentration courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

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

- **LSI 585** Student Teaching and Seminar in Special Education
  (4 hours Winter Quarter)
- **LSI 585** Student Teaching and Seminar in Special Education
  (4 hours Spring Quarter)
- **LSI 465** Induction into the Field of Special Education (4 hours)
- **LSI 096** Field Experience (indicates to ISBE that required field experience hours are complete) *(non-credit, non-tuition)*

**Master of Arts (M.A.) Degree Requirements:** 4 quarter hours, grade of C or better required

- **LSI 549** Thesis Research  (4 quarter hours)


**Special Education for Teachers (Learning and Behavior Specialist 1) Concentration Degree Requirements** (52 hours M.Ed; 56 hours M.A.)

**Social and Cultural Studies Courses:** 12 quarter hours required, grade of C or better required

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

**Choose one of the following:**
- **SCG 401** Advanced Developmental Psychology
- **SCG 402** Psychology of Learning
SCG 403 Human Development and Learning, Elementary
SCG 406 Human Development and Learning, Secondary
SCG 439 Philosophy and Psychology of Middle Level Education

Choose one of the following:
SCG 408 Education and Society
SCG 409 Sociology of Education
SCG 411 Philosophy of Education

Special Education Core Courses: 32 hours required, grade of B+ or better required
LSI 440 Survey of Exceptional Learners: Psychology and Education
LSI 443 Psychological Tests and Methods in Diagnosis
LSI 458 Teaching Students with High Incidence Disabilities I
   (prerequisite: LSI 442)
LSI 462 Instructional Strategies I: Accessing the General Curriculum
LSI 467 Teaching Students with High Incidence Disabilities II
   (prerequisite: LSI 442)
LSI 468 Teaching Students with Low Incidence Disabilities I
   (prerequisite: LSI 442)
LSI 469 Teaching Students with Low Incidence Disabilities II
   (prerequisite: LSI 442)
LSI 457 Seminar and Research in Special Education (prerequisite: LSI 458, LSI 467, LSI 468, LSI 469)

Clinical Experience
The program requires two summer practicum experiences. Each practicum involves six full weeks of intensive supervised field experience in a cooperating school that operates an extended school year program. Candidates must apply for each practicum, and upon approval they are placed in appropriate summer practicum sites by the program. Practicum sites may also screen candidates prior to accepting them for placement. Candidates will assume full teaching responsibility and will have weekly opportunities for feedback and discussion of issues and problems encountered. A grade of B+ or better is required to participate in each summer practicum.

Practicum Courses: 8 hours required, grade of B+ or better required
LSI 552 Practicum Experience with High Incidence Disabilities
   (prerequisite: LSI 458, LSI 467)
LSI 553 Practicum Experience with Low Incidence Disabilities (prerequisite: LSI 468, LSI 469)

Master of Education (M.Ed.) Degree Requirements: non-tuition, non-credit, PA grade required
LSI 608 Capstone in Literacy and Specialized Instruction

Master of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required
LSI 549 Thesis Research in Specialized Instruction (4 quarter hours)

Certification Tests
All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

LBS1 Masters students must complete the following tests:

- Basic Skills (test #096) or TAP (tests #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- LBS1 Content Area Test (test #155) assesses knowledge of working with students with disabilities and special needs.
- Special Education General Curriculum Test (test #163) assesses knowledge of reading & literacy, mathematics, natural science, and social science.
- Assessment of Professional Teaching (APT) (test #104, grades K-12) assesses knowledge of teaching practice and classroom scenarios.

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

Special Education for Teachers (Learning and Behavior Specialist 1) Certificate-Only Requirements (40 hours)
Special Education Core Courses: 32 hours required, grade of B+ or better required
LSI 440 Survey of Exceptional Learners: Psychology and Education
LSI 443 Psychological Tests and Methods in Diagnosis
LSI 458 Teaching Students with High Incidence Disabilities I
    (prerequisite: LSI 442)
LSI 462 Instructional Strategies I: Accessing the General Curriculum
LSI 467 Teaching Students with High Incidence Disabilities II
    (prerequisite: LSI 442)
LSI 468 Teaching Students with Low Incidence Disabilities I
    (prerequisite: LSI 442)
LSI 469 Teaching Students with Low Incidence Disabilities II
    (prerequisite: LSI 442)
LSI 457 Seminar and Research in Special Education (prerequisite: LSI 458, LSI 467, LSI 468, LSI 469)

Clinical Experience
The program requires two summer practicum experiences. Each practicum involves six full weeks of intensive supervised field experience in a cooperating school that operates an extended school year program. Candidates must apply for each practicum, and upon approval they are placed in appropriate summer practicum sites by the program. Practicum sites may also screen candidates prior to accepting them for placement. Candidates who will be admitted to the practicum will assume full teaching responsibility and will have weekly opportunities for feedback and discussion of issues and problems encountered. A grade of B+ or better is required for eligibility to participate in each summer practicum.

Practicum Courses: 8 hours required, grade of B+ or better required
LSI 552 Practicum Experience with High Incidence Disabilities
    (prerequisite: LSI 458, LSI 467)
LSI 553 Practicum Experience with Low Incidence Disabilities (prerequisite: LSI 468, LSI 469)

Certification Tests
All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

LBS1 Certification students must complete the following tests:

- Basic Skills (test #096) or TAP (tests #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- LBS1 Content Area Test (test #155) - assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply)
- Special Education General Curriculum Test (test #163) - assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required for admission to Student Teaching.
- Assessment of Professional Teaching (APT) (test #104, grades K-12) - assesses knowledge of teaching practice and classroom scenarios.

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

Special Education for Teachers (Learning and Behavior Specialist 1) Endorsement-Only Requirements 24 hours required, grade of B+ or better required
LSI 440 Survey of Exceptional Learners: Psychology and Education
LSI 443 Psychological Tests and Methods in Diagnosis
LSI 458 Teaching Students with High Incidence Disabilities I
    (prerequisite: LSI 442)
LSI 467 Teaching Students with High Incidence Disabilities II
    (prerequisite: LSI 442)
LSI 468 Teaching Students with Low Incidence Disabilities I
    (prerequisite: LSI 442)
LSI 469 Teaching Students with Low Incidence Disabilities II
    (prerequisite: LSI 442)

Certification Tests
All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. LBS1 Endorsement students must complete the following tests:

- LBS1 Content Area Test (test #155) - assesses knowledge of working with students with disabilities and special needs.

Registration, testing schedules, and fees for ISBE certification tests are available at http://www.icts.nesinc.com.
Reading Specialist Concentration Degree Requirements (52 hours M.Ed; 56 hours M.A.)
Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required

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

**Choose one of the following:**
SCG 401 Advanced Developmental Psychology
SCG 402 Psychology of Learning
SCG 403 Human Development and Learning, Elementary
SCG 406 Human Development and Learning, Secondary
SCG 439 Philosophy and Psychology of Middle Level Education

**Choose one of the following:**
SCG 408 Education and Society
SCG 409 Sociology of Education
SCG 411 Philosophy of Education

Reading Specialist Core Courses: 28 quarter hours required, grade of C or better required
LSI 430 Introduction to Assessment of Reading and Learning Disabilities
LSI 431 Foundations of Literacy: Assessment and Instruction I
LSI 432 Developing Literacy: Assessment and Instruction II (prerequisite: LSI 431)
LSI 433 Assessment and Diagnostic Teaching of Reading and Learning Disabilities (prerequisite: LSI 430)
LSI 435 Reading Programs: Curriculum, Collaboration, and Administration (prerequisite: LSI 433)
LSI 437 Leadership and Professional Development in Reading & Learning (prerequisite: All Reading Specialist core courses)
LSI 438 Reading Comprehension for Struggling Readers: Literature-Based and Content Area Instruction (prerequisite: LSI 432)

Clinical Experience
The program requires a minimum of 150 hours of clinical working with students with reading and learning disabilities. These hours are earned in the on-campus Family Lab in conjunction with LSI 542, 543, and 544. The Family Lab provides diagnostic and remedial services for children and adolescents with reading disabilities. Graduate students who are enrolled in advanced courses provide diagnostic and remedial services to children and adolescents in the Chicago area.

Practicum Courses: 12 quarter hours required, grade of C or better
*prerequisites: LSI 430, LSI 431, LSI 432, LSI 433, LSI 435, and LSI 438
LSI 542 Testing and Diagnosis of Reading and Learning Disabilities: Practicum I
LSI 543 Diagnosis and Remediation of Learning Disabilities: Practicum II
LSI 544 Diagnosis and Remediation of Reading Disabilities: Practicum III

Master of Education (M.Ed.) Degree Requirements: non-tuition, non-credit, PA grade required
LSI 608 Capstone in Literacy and Specialized Instruction

Master of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required
LSI 549 Thesis Research in Specialized Instruction (4 quarter hours)

Certification Tests
All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Reading Specialist students must complete the following tests:

- Basic Skills (test #096) or TAP (tests #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- Reading Specialist Content Area Test (test #176) assesses knowledge of language, reading, and literacy.
- Assessment of Professional Teaching (APT) (test #104, grades K-12) assesses knowledge of teaching practice and classroom scenarios.

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

**Reading Specialist plus LBS1 option**
Students admitted to the Reading Specialist program may elect to pursue the LBS1 endorsement. Students
must complete four courses in addition to the Reading Specialist program. These courses are:
- **LSI 440** Survey of Exceptional Learners: Psychology and Education
- **LSI 458** Teaching Students with High Incidence Disabilities I (prerequisite: LSI 442)
- **LSI 468** Teaching Students with Low Incidence Disabilities I
- **LSI 469** Teaching Students with Low Incidence Disabilities II
- **PLUS** LBS1 content area test (#155)

Students may take these courses concurrently with or at the end of the Reading Specialist program. Students must consult their Faculty Advisor if they elect to pursue the LBS1 option.

**Reading Teacher Endorsement**

The Illinois State Board of Education (ISBE) requirements for the Reading Teacher endorsement include:

1. Hold a valid Early Childhood, Elementary, or Secondary teaching certificate
2. Complete 24 semester hours or 36 quarter hours, including a practicum, of reading and literacy courses in the following areas:
   a) Foundations of reading,
   b) Content area reading,
   c) Assessment and diagnosis of reading problems,
   d) Developmental and remedial reading instruction and support,
   e) Developmental and remedial materials and resources, and
   f) Literature appropriate to students across all grade ranges
3. Pass the Reading Teacher content test (#177)

**Students can pursue the Reading Teacher Endorsement by either:**

1. Completing courses that are a subset of the Reading Specialist concentration (see below), or
2. Applying for a Reading Teacher endorsement evaluation through ISBE. Once a statement of area deficiencies is received, the student will meet with an advisor to determine the required outstanding coursework.

**Reading Teacher Endorsement Coursework:** 36 quarter hours required, grade of C or better required
- **LSI 430** Introduction to Assessment of Reading and Learning Disabilities
- **LSI 431** Foundations of Literacy: Assessment and Instruction I
- **LSI 432** Developing Literacy: Assessment and Instruction II (prerequisite: LSI 431)
- **LSI 433** Assessment and Diagnostic Teaching of Reading and Learning Disabilities (prerequisite: LSI 430)
- **LSI 435** Reading Programs: Curriculum, Collaboration, and Administration (prerequisite: LSI 433)
- **LSI 438** Reading Comprehension for Struggling Readers: Literature-Based and Content Area Instruction (prerequisite: LSI 432)

**Practicum Courses:**
*prerequisites: LSI 430, LSI 431, LSI 432, LSI 433, LSI 435, and LSI 438
- **LSI 542** Testing and Diagnosis of Reading and Learning Disabilities: Practicum I
- **LSI 543** Diagnosis and Remediation of Learning Disabilities: Practicum II
- **LSI 544** Diagnosis and Remediation of Reading Disabilities: Practicum III

The practicum courses provide a clinical experience working with students with reading and learning disabilities. These hours are earned in the on-campus Family Lab in conjunction with the LSI 542, 543, and 544 courses. The Family Lab provides diagnostic and remedial services for children and adolescents with reading disabilities. Graduate students who are enrolled in advanced courses provide diagnostic and remedial services to children and adolescents in the Chicago area.

**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.

Depending on the LSI program, graduate students must be approved for either student teaching, practica, or capstone, and successfully complete student teaching, practica, or capstone to be cleared for the degree. Student must submit graduation application for the quarter that matches the quarter you are completing student teaching, final practicum, or capstone.

After you submit the application, you cannot register for any term after the one selected in the application.
Application deadlines are as follows:
Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

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

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

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

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

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

Doctor of Education Program

About the Doctor of Education Program

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

- Professional educators are leaders as well as managers; they are not limited to making decisions according to rule or by the book. They must use discretion and judgment as they seek to find the most defensible course of action in specific, complicated, and perhaps idiosyncratic circumstances. These situations are not merely instances of abstract concepts.
- Although decisions are made in the light of theoretical knowledge, theoretical knowledge cannot be applied to practice in the same way as principles are applied to cases. No single theory is able to encompass the complexities of all aspects of learning or schooling. Professional educators understand the principles and terms that characterize and limit a variety of theories and can select amongst them in order to better understand the situations in which they are involved.
- Decisions also are made in the light of professional knowledge, learned on the job as well as from more formal sources. Professional educators can articulate the informal, often tacit knowledge that they develop from practice so that it engages with and modifies the more formal theories learned from other sources.
- Professional educators not only make decisions, they act upon them responsibly. They examine the value commitments implicit in their actions; they question the appropriateness of the ends that they seek; they connect their educational contexts to broader social contexts; and they assess the effects of their actions on the achievements, dispositions, and propensities of students, colleagues and community members.

Degree Program

- Doctor of Education (Ed.D.)
Concentrations

- Curriculum Studies
- Educational Leadership
- Early Childhood Education

Certification

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

Admission Requirements

Candidates must provide evidence that they:

- Possess a Master’s Degree from an accredited institution
- Have experience in an educational role
- Have demonstrated leadership or leadership potential
- Are willing and able to make the necessary commitment of time to the program
- Are likely to be successful in a challenging doctoral program
- Welcome the opportunity to interact with university faculty, peers, and colleagues in a search for effective answers to troubling problems in education

Admissions Process

The admissions process for the Ed.D. Program reflects and enacts the principles and values of the program regarding engagement, reflection, the exercise of agency, working for change, and a commitment to professional development and learning. We highly recommend that anyone interested in the program attend an orientation session, which covers the philosophical framework of the program, values, and expectations. It also provides potential applicants with the opportunity to participate in a dialogue with current students and program faculty.

The admissions application requires the following components:

- **Personal statement (approximately 3 pages)**
  Discusses why an applicant is interested in further study and articulates an issue or problem of interest or concern.

- **Writing sample**
  Preferably a course paper from an applicant's master's program. Alternatively, applicants can write a short (3-5 page) academic response to readings provided (upon request) by the doctoral program.

- **Three letters of recommendation**
  At least two of the letters should be from faculty in the applicant's master's program.

- **Transcripts (undergraduate and graduate)**
- **Resume or Curriculum Vitae**
- **GRE scores**
- **College of Education graduate application and $40 application fee**

Some applicants will be invited to interview with two or three Ed.D. Program faculty members. a conversation that will provide an opportunity for candidates to become familiar with the program and the faculty, as well as an opportunity for faculty members to get to know prospective candidates. Applicants living outside the Chicago area will engage in an appropriate, reciprocal substitute for this dialogue.

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

Degree Prerequisites

The education doctorate program includes three concentrations, and all share the same admission requirements; however, each concentration possesses different prerequisites.

**Curriculum Studies**: No formal prerequisites are required for admission, but applicants typically have had some coursework and/or work experience pertinent to the field.

**Early Childhood Education**: Doctoral candidates should enter the program with at least 9 semester or 12 quarter credit hours (3 courses) in the area of early childhood education or a related field, such as child development or developmental psychology. Students who do not meet this requirement could be admitted conditionally, contingent upon taking the required prerequisites, either concurrently with core doctoral level courses or prior to beginning course work at DePaul. This decision will be made by the doctoral advisor and Ed.D. program admissions committee.

**Educational Leadership**: Doctoral candidates must have completed graduate level course work in school administration, school law, and school finance. (This coursework in the program fulfills the academic requirements for the state superintendency endorsement, as well as the requirements for the initial Type 75 certification for the principalship.)
Degree Requirements: Doctoral of Education Program

Concentrations
- Curriculum Studies (Ed.D.): 76 quarter hours
- Early Childhood Education (Ed.D.): 88 quarter hours
- Educational Leadership (Ed.D.): 76 quarter hours

Campus Location
- Lincoln Park

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.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses,
- Including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students’ learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students’ learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Superintendent Endorsement Option
The Doctoral programs Educational Leadership concentration is an Illinois State Board of Education (ISBE) approved program for the Superintendent endorsement. The Superintendent endorsement requires an additional four quarter hours for the internship course. ISBE states the following guidelines:
Individuals seeking the Type 75 certificate with the Superintendent endorsement must:
1. complete an approved superintendent program at an Illinois institution,
2. hold a Masters degree,
3. provide proof of two years of full-time administrative experience on a valid administrative certificate with the general administrative endorsement, and
4. pass the Basic Skills and Superintendent content-area tests.

Upon completion of the Type 75 Superintendent program and the endorsements additional requirements, students must apply for their certificate. Students are to work with the College of Educations Certification Officer when applying for the certificate.

Curriculum Studies Concentration Degree Requirements (76 quarter hours)
Core Courses (24 quarter hours required)
- A&S 801 Leadership Practices for Urban Administrators
- CS 704 Curriculum Discourses/Perspectives Over Time
- CS 751 Curriculum For Human & Community Development
- SCG 701 Ethics & Education
- SCG 711 Culture, Power, and Education
- SCG 721 Human Development and the Educational Process

Research Courses (20 quarter hours required)
These courses are sequenced and must be taken in the following order:

Required
- SCG 775 Frameworks of Inquiry I
- SCG 785 Frameworks of Inquiry II (prerequisite: SCG 775)
- SCG 735 Advanced Quantitative Research I (prerequisite: SCG 785)
- SCG 745 Advanced Qualitative Research I (prerequisite: SCG 785)
Choose one subsequent research course:
SCG 755 Advanced Quantitative Research II (prerequisite: SCG 735)
SCG 765 Advanced Qualitative Research II (prerequisite: SCG 745)

Elective Requirement (4 quarter hours required)
Each student takes one elective (4 quarter hours). The elective can be any doctoral course (700 or above) for which the student qualifies, or SCG 527, SCG 611, SC 489, CS 588, A&S 598, or BBE 404, 466, 406, 510, 526, 530. Other options need to be approved by the Ed.D. Program.

Concentration Courses: 20 quarter hours required

Choose five of the following:
CS 754 Curriculum Theorizing: Multiple Lenses
CS 761 Assessing School Curriculum
CS 764 Ideology, Culture, & Society: Youth Development
CS 774 Engaging in Curriculum Deliberation
CS 784 Curriculum & Program Design
CS 794 Special Topics in Curriculum

Candidacy Course (non-credit, non-tuition)
CS 706 Candidacy Requirement

Dissertation Courses (8 quarter hours required)
CS 849 Supervised Dissertation Proposal Development
CS 859 Independent Dissertation Research

Early Childhood Education Degree Requirements (84 quarter hours in total)
This concentration will be offered in the Ed.D. program starting in Winter 2013.

Core Courses (24 quarter hours required)
A&S 801 Leadership Practices for Urban Administrators
A&S 811 Assessment & Accountability
CS 704 Curriculum Discourses/Perspectives Over Time
CS 751 Curriculum For Human & Community Development
SCG 701 Ethics & Education
SCG 711 Culture, Power, and Education

Research Courses (20 quarter hours required)
The research courses are sequenced and must be taken in the following order:

Required:
SCG 775 Frameworks of Inquiry I
SCG 785 Frameworks of Inquiry II (prerequisite: SCG 775)
SCG 735 Advanced Quantitative Research I (prerequisite: SCG 785)
SCG 745 Advanced Qualitative Research I (prerequisite: SCG 785)

Choose one subsequent research course:
SCG 755 Advanced Quantitative Research II (prerequisite: SCG 735)
SCG 765 Advanced Qualitative Research II (prerequisite: SCG 745)

Elective Requirement (4 quarter hours required)
Each student takes one elective (4 quarter hours). The elective can be any doctoral course (700 or above) for which the student qualifies, or SCG 527, SCG 611, SC 489, CS 588, A&S 598, or BBE 404, 466, 406, 510, 526, 530. Other options need to be approved by the Ed.D. Program.

Concentration Courses (28 quarter hours)*
Seminar: Research in Child Development
Development, Risk, and Resilience
Seminar: Curricular Approaches in Early Childhood Education
Seminar: Early Childhood Program Design and Evaluation
Seminar: Culture, Language and Learning
Teaching Internship in Early Childhood Education
Research Internship in Early Childhood Education

*Course numbers for the Early Childhood Education concentration courses are still under development by the College of Education.

Educational Leadership Concentration Degree Requirements (76 quarter hours in total)
Core Courses (24 quarter hours required)
A&S 801 Leadership Practices for Urban Administrators
A&S 811 Assessment & Accountability
CS 704 Curriculum Discourses/Perspectives Over Time
CS 751 Curriculum For Human & Community Development
SCG 701 Ethics & Education
SCG 711 Culture, Power, and Education

Research Courses (20 quarter hours required)
The research courses are sequenced and must be taken in the following order:
**Required:**
- SCG 775 Frameworks of Inquiry I
- SCG 785 Frameworks of Inquiry II *(prerequisite: SCG 775)*
- SCG 735 Advanced Quantitative Research I *(prerequisite: SCG 785)*
- SCG 745 Advanced Qualitative Research I *(prerequisite: SCG 785)*

**Choose one subsequent research course:**
- SCG 755 Advanced Quantitative Research II *(prerequisite: SCG 735)*
- SCG 765 Advanced Qualitative Research II *(prerequisite: SCG 745)*

**Elective Requirement** *(4 quarter hours required)*
Each student takes one elective *(4 quarter hours)*. The elective can be any doctoral course *(700 or above)* for which the student qualifies, or SCG 527, SCG 611, CS 489, CS 588, A&S 598, or BBE 404, 466, 406, 510, 526, 530. Other options need to be approved by the Ed.D. Program.

**Concentration Courses** *(20 quarter hours required)*
- A&S 803 School Programs, Plant & Human Resources *(prerequisite: Masters level Administrative Theory Behavior course)*
- A&S 823 Community Consensus Building for School Improvement
- A&S 843 The Politics of Schooling
- A&S 873 Current Trends in Budgeting & Finance *(prerequisite: Masters level School Finance course)*
- A&S 883 School Law *(prerequisite: Masters level School Law course)*

**Candidacy Course** *(non-credit, non-tuition)*
- A&S 706 Candidacy Requirement

**Dissertation Courses** *(8 quarter hours required)*
- A&S 849 Supervised Dissertation Proposal Development
- A&S 859 Independent Dissertation Research

*Superintendent Internship* *(4 quarter hours required)*
- A&S 899 Superintendent Internship

*Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 76-credit hours for the Ed.D. degree.*

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

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

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th

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

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

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order.

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

Please consult the DePaul Graduate Student Handbook section, COE Graduate Student Handbook, and the Ed.D. Program Handbook for additional policy requirements. As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.
Course Listing by Category (Index of Graduate Courses)

Bilingual-Bicultural Education (BBE)

- BBE 097  100 Field Experience Hours in ESL/BE Documented
- BBE 402  Bilingual-Bicultural Program Design and Curriculum Development
- BBE 404  Language, Literacy, and Culture
- BBE 406  Sociopolitical and Historical Perspectives in Bilingual Education
- BBE 407  Equity Issues in Assessment
- BBE 408  Bilingual Early Childhood Development Theoretical Foundations
- BBE 409  English as a Second Language Instructional Foundations in Early Childhood Settings
- BBE 425  Biliteracy Practices in Bilingual Education and ESL
- BBE 466  First and Second Language Acquisition
- BBE 474  Reading and ELLs
- BBE 476  Biliteracy Practices: Secondary/Adult
- BBE 490  Multicultural and Multilingual Children's Literature
- BBE 510  Special Topics in Language Education
- BBE 520  Research Methods in Bilingual and Second Language Education
- BBE 524  Methods of Teaching ESL
- BBE 526  Theoretical Foundations of Teaching ESL
- BBE 530  Latinos and Education
- BBE 554  Methods of Teaching ESL: Elementary
- BBE 556  Methods of Teaching ESL: Secondary/Adult
- BBE 560  Second and World Language Acquisition
- BBE 570  Methods of Teaching Integrated World Language K-12
- BBE 588  Independent Study in Bilingual Bicultural Education
- BBE 589  Thesis Research in Bilingual/Bicultural Education
- BBE 600  Registered Student in Good Standing (non-credit)
- BBE 608  Capstone in Bilingual/Bicultural Education (non-credit)
- BBE 625  Candidacy Culminating Project (Student in Good Standing) (non-credit)

Counseling (CSL)

- CSL 095  Clinical Orientation (non-credit)
- CSL 096  Clinical Application (non-credit)
- CSL 097  Clinical Placement (non-credit)
- CSL 451  Legal and Ethical Issues in Counseling
- CSL 452  Introduction to the Counseling Profession
- CSL 454  Career Counseling
- CSL 458  Group Counseling
- CSL 461  Testing and Appraisal
- CSL 466  Assessment and Treatment of Chemical Dependency
- CSL 467  Counseling Theories
- CSL 475  Career Counseling for School Counselors
- CSL 489  Psychopathology
- CSL 490  Foundation of Student Affairs
- CSL 491  Contextual Dimensions of College Student Development
- CSL 492  Program Development in Student Affairs
- CSL 500  Leadership and Social Change
- CSL 501  Counseling Skills
- CSL 510  Multicultural Counseling
CSL 510 Multicultural Counseling
CSL 511 Supervision (1 hour)
CSL 512 Crisis Intervention (2 hour)
CSL 513 Consultation for Counselors (1 hour)
CSL 514 Crisis Intervention for School Counseling (2 hour)
CSL 519 Special Education: Legal and Professional Issues for School Counselors (2 hours)
CSL 520 Counseling Children and Adolescents
CSL 521 Contextual Dimensions of School Counseling
CSL 522 Delivery of Comprehensive Developmental School Counseling Programs
CSL 523 Learning and Classroom Management for School Counselors
CSL 525 Practicum in Counseling
CSL 526 Practicum in School Counseling
CSL 527 Internship in Counseling I
CSL 528 Internship in Counseling II
CSL 529 Couples and Family Counseling
CSL 530 Independent Study in Counseling
CSL 531 Thesis Research in Counseling
CSL 600 Registered Student in Good Standing (non-credit)
CSL 625 Candidacy Culminating Project (Student in Good Standing) (non-credit)

Curriculum Studies (CS)

CS 447 Curriculum Design for the Middle Grades
CS 460 Learning in a Technology-Supported Classroom
CS 461 Literacy Processes and Practices
CS 463 Assessment, Diagnosis, Developmental/Remedial Materials & Resources: Emergent & Developing Reading
CS 464 Assessment, Diagnosis, Developmental/Remedial Materials & Resources: Middle School/Adolescent Reading
CS 465 Teaching Reading in the Content Areas
CS 470 Teachers As Leaders
CS 471 Diversity in the Classroom
CS 472 Ethics, Curriculum, and Social Change
CS 473 Assessment
CS 481 The Study of Teachers and Teaching
CS 482 The History of Curriculum Practice
CS 484 Multimedia Materials Production
CS 485 Curriculum/Program Evaluation
CS 487 Introduction To Curriculum Deliberation
CS 488 Designing and interpreting Curriculum
CS 489 Creativity and Critical Thinking
CS 492 Creating and Sustaining Professional Learning Communities
CS 579 Research in Teaching Reading: Developmental & Remedial Reading Instruction & Support: Best Practices
CS 580 Research Seminar in Curriculum Studies
CS 581 Internship: Solving Operating Problems
CS 582 Practicum in Curriculum Studies: Reading
CS 588 Independent Study in Curriculum Studies
CS 589 Thesis Research in Curriculum Studies
CS 591 Curriculum Theorizing: Multiple Lenses
CS 600 Registered Student in Good Standing (non-credit)
CS 606 Review of Literature (non-credit)
CS 607 Integrative Paper (non-credit)
CS 608 Capstone in Curriculum Studies (non-credit)
CS 625 Candidacy Culminating Project (Student in Good Standing) (non-credit)
CS 700 Registered Doctoral Student in Good Standing (non-credit)
CS 704 Curriculum Discourses/Perspectives Over Time
CS 706 Candidacy Paper (non-credit)
College of Education - Graduate Studies ▶ Course Listing by Category (Index of Graduate Courses) ▶ Education General (EDU)

**Education General (EDU)**

EDU 025 Basic Computer Literacy (0 qh)
EDU 095 Field Experiences with Children and Youth (0 qh)
**EDU 400 Integrative Knowledge: Educators as Reflective Professionals (2 qh)**

College of Education - Graduate Studies ▶ Course Listing by Category (Index of Graduate Courses) ▶ Educational Leadership (A&S)

**Educational Leadership (A&S)**

A&S 491 Administrative Theory and Behavior
A&S 492 The Principalship
A&S 493 Data Driven Decision Making
A&S 494 School Finance
A&S 495 School Law
A&S 496 Home, School, Community Relations
A&S 498 Principles and Practices of Supervision
A&S 570 Historical, Philosophical and Theological Foundations of Catholic School Leadership
A&S 571 Spiritual and Administrative Leadership in Catholic Schools
A&S 590 Organizational Development
A&S 591 Research Seminar in Educational Leadership
A&S 593 Practicum in Educational Leadership
A&S 594 Internship in Educational Leadership
A&S 595 Workshop in Educational Leadership
A&S 596 Human Resource Management
A&S 597 Politics of Education
A&S 598 Independent Study in Educational Leadership
A&S 599 Thesis Seminar in Educational Leadership
A&S 600 Registered Student in Good Standing (non-credit)
A&S 606 Review of Literature (non-credit)
A&S 607 Integrative Paper (non-credit)
A&S 608 Capstone in Educational Leadership
A&S 625 Candidacy Culminating Project (Student in Good Standing) (non-credit)
A&S 640 Legal Aspects of Special Education for Classroom Teachers
A&S 645 The Administration and Operation of Special Education
A&S 694 School Finance
A&S 695 School Law
A&S 700 Registered Doctoral Student in Good Standing (non-credit)
A&S 706 Candidacy Paper (non-credit)
A&S 801 Leadership: Theory and Practice
A&S 803 School Programs, Plant and Human Resources
A&S 811 Assessment and Accountability
A&S 823 Community and Consensus Building for School Improvement
A&S 843 The Politics of Schooling
A&S 849 Supervised Dissertation Proposal Development
A&S 853 Current Trends in Budgeting, Finance and School Law
A&S 859 Independent Dissertation Research
A&S 873 Current Trends in Budgeting and Finance
A&S 883 School Law
A&S 894 Internship in Educational Leadership
A&S 899 Superintendent Internship

College of Education - Graduate Studies ▸ Course Listing by Category (Index of Graduate Courses) ▸ Liberal Studies in Education (LSE)

**Liberal Studies in Education (LSE)**

LSE 460 International Studies in Education

College of Education - Graduate Studies ▸ Course Listing by Category (Index of Graduate Courses) ▸ Literacy and Specialized Instruction (LSI)

**Literacy and Specialized Instruction (LSI)**

LSI 096 Field Experiences for Dual Certification (non-credit)
LSI 430 Introduction To Assessment of Reading and Learning Disabilities
LSI 431 Foundations of Literacy: Assessment and Instruction I
LSI 432 Developing Literacy: Assessment and Instruction II
LSI 433 Assessment and Diagnostic Teaching of Reading and Learning Disabilities
LSI 435 Reading Programs: Curriculum, Collaboration, and Administration
LSI 437 Leadership and Professional Development in Reading & Learning
LSI 438 Reading Comprehension for Struggling Readers: Literature-Based and Content Area Instruction
LSI 440 Survey of Exceptional Learners: Psychology and Education
LSI 442 Survey and Characteristics of the Exceptional Learner
LSI 446 Psychology and Education of the Exceptional Child
LSI 456 Advanced Issues and Strategies on Special Education
LSI 457 Seminar and Research in Special Education
LSI 458 Teaching Students with High Incidence Disabilities I
LSI 461 Collaborative Practice and Special Education
LSI 462 Instructional Strategies for Students With Disabilities I: Accessing General Education Curriculum
LSI 465 Induction Into the Field of Education
LSI 467 Teaching Students with High Incidence Disabilities II
LSI 468 Teaching Students with Low Incidence Disabilities I
LSI 469 Teaching Students with Low Incidence Disabilities II
LSI 475 Methods of Teaching Early Childhood Education Students with Low Incidence Disabilities
LSI 476 Special Education Curriculum and Strategies for Early Childhood: High Incidence Disabilities
LSI 542 Testing/Diagnosis of Reading & Learning Disabilities: Practicum I
LSI 543 Diagnosis and Remediation of Learning Disabilities: Practicum II
LSI 544 Diagnosis and Remediation of Learning Disabilities: Practicum III
LSI 548 Independent Study in Reading and Other Learning Disabilities
LSI 549 Thesis Research in Specialized Instruction
LSI 552 Practicum Experience with High Incidence Disabilities
LSI 553 Practicum Experience with Low Incidence Disabilities
LSI 585 Student Teaching and Seminar in Special Education-Elementary Education
Middle School Mathematics Education (MMT)

MMT 400  Experimentation, Conjecture, and Reasoning with Numbers
MMT 401  Foundations of Mathematical Thinking and Learning in the Middle School
MMT 405  Geometry
MMT 410  The Development of Middle School Mathematics Learners
MMT 415  Algebra for Middle School Teachers I
MMT 416  Algebra for Middle School Teachers II
MMT 417  Functions and Modeling
MMT 420  Teaching, Learning, and Assessment of Middle School Mathematics
MMT 425  Data Analysis and Probability
MMT 430  Applied Project in Mathematics Education
MMT 435  Ideas of Calculus in the Middle School Curriculum
MMT 440  History and Cultural Foundations of Mathematics

Physical Education (PE)

PE 450  Psychology of Sport Behavior and Athletic Performance
PE 451  Current Issues and Trends in Athletics and Physical Education
PE 452  Exercise Science and Sport
PE 453  Advanced Health Concepts
PE 454  Advanced Care of the Athlete
PE 455  Internship in Physical Education
PE 457  Advanced Coaching Theories and Techniques

Social and Cultural Foundations (SCG)

SCG 025  Basic Technology Literacy
SCG 401  Advanced Developmental Psychology
SCG 402  Psychology of Learning
SCG 403  Human Development and Learning: Elementary
SCG 404  Human Development and Learning: the Early Years
SCG 406  Human Development and Learning: Secondary
SCG 408  Education and Society
SCG 409  Sociology of Education
SCG 410  Introduction to Research: Purposes, Issues and Methodologies
SCG 411  Philosophy of Education
Teaching And Learning (T&L)

T&L 400 Clinical Experiences with Infants and Toddlers (1 hour)
T&L 401 Clinical Experience in Early Language and Literacy Development (1 hour)
T&L 402 Clinical Experiences with Pre-Schoolers (1 hour)
T&L 403 Clinical Experiences in Primary Grades (1 hour)
T&L 404 Introduction to Elementary Education
T&L 406 Language Development of the Young Child
T&L 407 Preprimary Programs: Curriculum and Strategy
T&L 409 Professional Practice in Elementary Schools
T&L 410 Children's Literature & Family Literacy
T&L 411 Assessment in Early Childhood Special Education
T&L 412 Emerging Reading and Language Arts
T&L 413 Reading/Language Arts in the Middle Grades
T&L 415 Teaching and Learning Elementary School Science
T&L 416 Teaching and Learning Elementary School Mathematics
T&L 417 Curriculum in Language Communications
T&L 418 Learning Through the Arts
T&L 419 Curriculum and Strategies: Social Studies
T&L 420 Math and Science in Early Childhood
T&L 421 Child and Family in the Multicultural Community
T&L 422 Classroom Assessment
T&L 423 Understanding Young Children's Behavior
T&L 424 Introduction to Secondary Education
T&L 425 Professional Practice in Secondary Education
T&L 426 Teaching Writing
T&L 427 Young Exceptional Child
College of Education - Graduate Studies ▸ Course Listing by Category (Index of Graduate Courses) ▸ The Combined Bachelor's - Master's Secondary Education (TCH)

**The Combined Bachelor's - Master's Secondary Education (TCH)**

TCH 401 Teaching as a Profession in Secondary School
TCH 411 The Nature of English
TCH 412 The Nature of History and the Social Sciences
TCH 413 The Nature of Mathematics
TCH 414 The Nature of Science
TCH 421 Inquiry & Application in Developing Secondary English Pedagogy
TCH 422 Inquiry & Application in Developing Secondary History and Social Sciences Pedagogy
TCH 423 Inquiry & Application in Developing Secondary Mathematics Pedagogy
TCH 424 Inquiry & Application in Developing Secondary Science Pedagogy
TCH 451 Research Methods & Disciplinary Inquiry: English
TCH 452 Research Methods & Disciplinary Inquiry: History and the Social Sciences
TCH 453 Research Methods & Disciplinary Inquiry: Mathematics
TCH 454 Research Methods & Disciplinary Inquiry: Science
TCH 461 Inquiry & Teaching of Middle School English
TCH 462 Inquiry & Teaching of Middle School History and the Social Science
TCH 463 Inquiry & Teaching of Middle School Mathematics
TCH 464 Inquiry & Teaching of Middle School Science
TCH 471 Teaching English in the High School 1
TCH 472 Teaching History and the Social Sciences in the High School 1
TCH 473 Teaching Mathematics in the High School 1
TCH 474 Teaching the Sciences in the High School 1
TCH 481 Teaching English in the High School 2
TCH 482 Teaching History and the Social Sciences in the High School 2
TCH 483 Teaching Mathematics in the High School 2
TCH 484 Teaching the Sciences in the High School 2
TCH 495 Assessment Issues in Secondary Education
TCH 590 Student Teaching (6 hours)
TCH 591 Student Teaching Seminar (4 hours)