



School of Education

GRADUATE DUAL CERTIFICATION PROGRAM

Special Education - Elementary Education

STUDENT HANDBOOK

September 2010

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Welcome to DePaul University!

OVERVIEW OF DEPAUL UNIVERISTY

The University. DePaul University was founded in 1898, by the Congregation of the Mission, which follows the teachings of 17th century French priest St. Vincent de Paul. DePaul is located in Chicago on two main campuses with five smaller suburban campuses. It is the largest Catholic university in the country with an enrollment of more than 23,000 students. The 2007 edition of the *Princeton Review* has ranked DePaul University No. 1 in the nation for its “diverse student population.”

Mission. The Catholic, Vincentian and urban traditions and commitments serve as the guiding forces in defining the institution and its work. The mission, in part, is as follows:

By reason of its Catholic heritage, DePaul endorses critical religious and moral thinking as having relevance to personal and public life. The Vincentian quality of the university opens the heart as well as the mind to the basic dignity of each person and the corresponding duty to respond to the needs of those least able to provide for themselves. Its urban character makes DePaul an active participant in the life of the community of greater Chicago, both drawing from and contributing to this community.

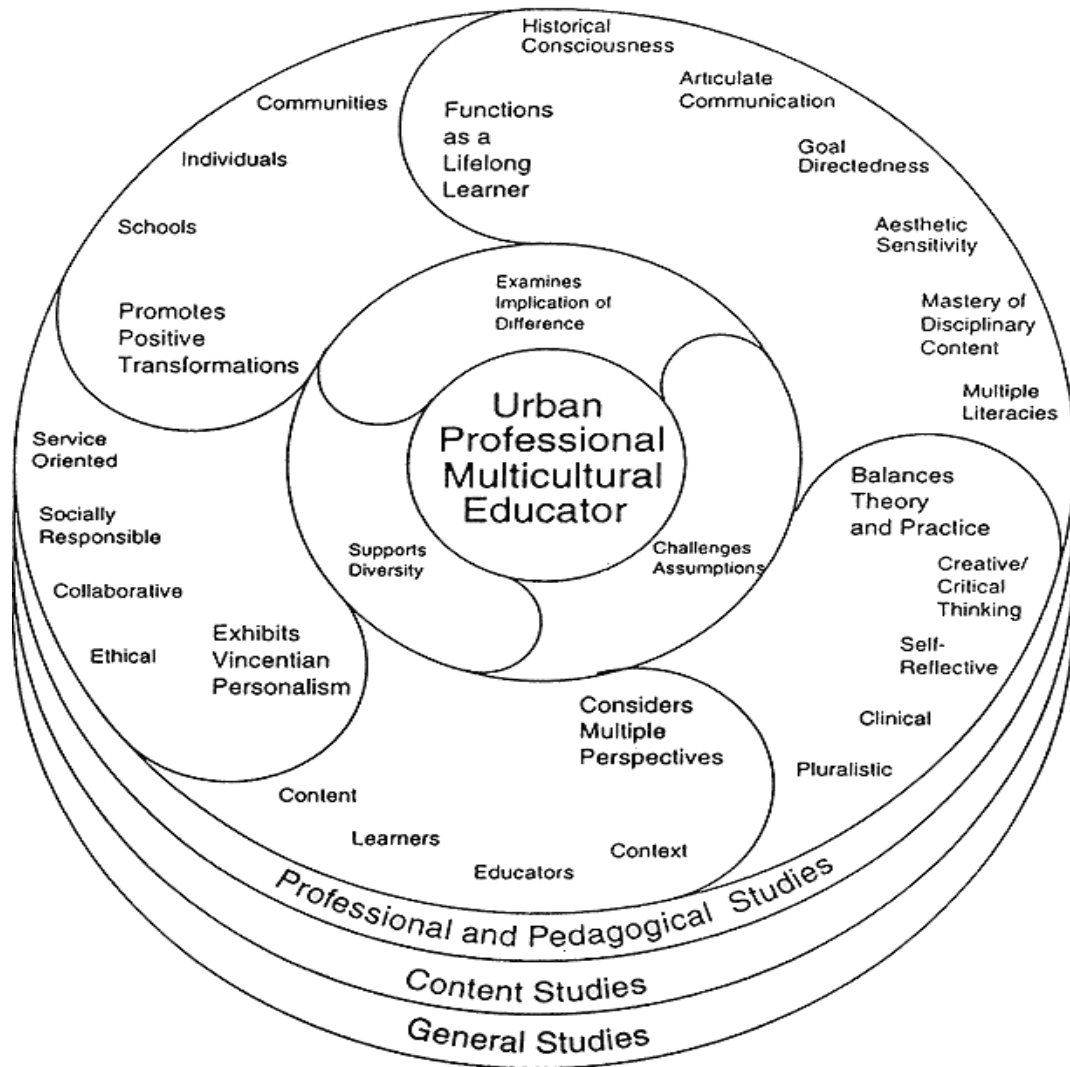
More specifically, these values and traditions actively shape the roles and responsibilities of the DePaul community. St. Vincent DePaul emphasized the dignity and uniqueness of persons and a commitment to service. The translation of these values into the academic mission and character of the University has resulted in a student-centered university. With respect to academics, teaching and learning are primary; scholarship is broadly defined; interdisciplinary work is encouraged; and service to the larger society is part of the mission. Faculty members are both mentors and academic leaders of the university with the responsibility for learning being shared with staff and students.

SCHOOL OF EDUCATION

The School of Education is one of nine schools and colleges at DePaul University. The School currently has approximately 1950 students, (750 undergraduates and 1200 graduate students) with approximately 50 full-time faculty. The School of Education is diverse: 35% of undergraduates and 20% of graduate students are

students of color. The School has been continuously accredited by NCATE for over 35 years.

The school is a high quality professional education program that is guided by a conceptual framework, the Urban Professional Multicultural Educator. The framework is knowledge-based and is the foundation for all School of Education programs. A carefully chosen array of theorists and research data, as well as experience with best practice in the field, provide the academic content and structure in each of the programs. The conceptual framework is also shaped by the diverse students who enter its programs and by the urban clientele they are being prepared to serve. The DePaul student is actively involved in learning, analyzing, discussing, assessing and applying the appropriate body of knowledge for each program. The commitment to multicultural and urban educational values is enriched further by the Vincentian spirit, especially personalism, which touches every aspect of the University.



DUAL CERTIFICATION PROGRAM IN SPECIAL EDUCATION – ELEMENTARY EDUCATION

The graduate program in special education-elementary education draws from the School's conceptual model and is designed to train highly competent and critical educators who embrace diversity, critically examine implications of difference and challenge assumptions.

This interdisciplinary graduate level program is offered through the Language Literacy and Specialized Instruction Program (LLSI) and leads to a Masters degree in Education. The program combines coursework and experience in special education and elementary education and leads to certification in both areas.

The program is designed for students who have baccalaureate degrees but who do not yet have a teaching certificate. The program emphasizes issues related to teaching students with and without disabilities in urban environments; the various models and options available for providing special education services in urban environments; the criteria used by school districts to place students into special education categories; the strengths and weaknesses of these criteria; and the strengths and weaknesses of strategies designed to respond to the needs of students with and without disabilities in urban schools.

Graduates of the program are qualified to receive certification in both special education (Type 10, Learning and Behavior Specialist I) and elementary education (Type 03). Students interested in the Master of Education (M.Ed.) option complete the coursework, clinical observation experiences and the student teaching requirements. Students interested in pursuing the Master of Arts (M.A.) option complete all of the same requirements but these students must also register for an additional course (LLSI 549) and they must complete a Master's thesis.

Graduates of the program have a number of teaching options including but not limited to: a) general education teachers working at the elementary level; b) special education teachers working in general education classrooms; c) special education teachers working in resource or self-contained settings within schools; and e) general or special education teachers working in alternative schools or residential settings.

This blended approach to teacher education is designed to provide graduate students with a deep understanding of both areas so that they will be prepared to develop approaches to education that promote positive development among children and youth and promote positive transformations in schools and society.

PROGRAM STANDARDS

This program has an established set of standards, or goals, that draw from the School of Education's conceptual framework and The Council For Exceptional Children's (CEC) standards for special educators. A list of these standards along with brief descriptions of each standard is provided below.

DIVERSITY & POSITIVE TRANSFORMATION

1. **Disciplinary Foundations.** Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
2. **Transformation.** Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
3. **Identity Development.** Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
4. **Understanding Difference.** Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

5. **Special Education Foundations.** Understands the philosophies, theories, laws, diverse and historical points of view, and human issues related to special education and how they influence assessment, planning, implementation, and program evaluation, as well as families, cultures, schools, special education services, school systems, and agencies.
6. **Development and Characteristics of Learners I --Learning Disabilities.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with learning disabilities.

7. **Development and Characteristics of Learners II --Cognitive Disabilities.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with cognitive disabilities.
8. **Development and Characteristics of Learners III -- Social/Emotional Disabilities.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with social/emotional disabilities.
9. **Development and Characteristics of Learners IV—Physical and Multiple Disabilities.** Understands characteristics of typical and atypical children and how exceptional learning needs interact with human development, social and academic learning, life skills, family, and community; can respond to the abilities and behaviors of children with physical and multiple disabilities.
10. **Individual Learning Differences.** Understands the effects of exceptional conditions on learning; understands the interrelationships of beliefs, traditions, language, and cultures with students, families, schools and the student's exceptional condition and applies these understandings when providing meaningful and challenging learning experiences.
11. **General Education: Mathematics.** Demonstrates proficiency in the use of mathematics; understands, communicates, and connects the major concepts, procedures, and reasoning processes of mathematics; and promotes students' mathematical thinking skills.
12. **General Education: Reading.** Has a general understanding of reading and reading instruction and knows how to assess, teach, and support the literacy education of students with disabilities.
13. **General Education: Natural and Social Sciences.** Understands the fundamental concepts and principles related to the natural and social sciences and knows how to assess, teach, and support the science and social science education of students with disabilities.
14. **Instructional Strategies I – General Curriculum.** Use a repertoire of strategies to individualize instruction, promote development and positive learning results, and modify learning environments for students accessing the general curriculum; can promote students' learning and generalization of critical thinking, problem solving, and performance skills and increase self-awareness, -management, -control, -reliance, and -esteem.

15. **Instructional Strategies II – Independence Curriculum.** Use a repertoire of strategies to individualize instruction, promote development and positive learning results, and modify learning environments for students accessing an independence curriculum; can promote students’ learning and generalization of critical thinking, problem solving, and performance skills and increase self-awareness, -management, -control, -reliance, and -esteem.
16. **Learning Environments and Social Interaction.** Creates learning environments that foster active engagement in learning, cultural understanding, safety, positive social interactions, independence, self-motivation, -direction, -advocacy, and personal empowerment; intervenes and teaches students to respond to current expectations; helps regular educators, paraprofessionals, and volunteers sustain positive learning environments.
17. **Communication.** Understands language development and uses strategies and assistive technologies to teach and support students’ communication skills; is an effective language model and matches communication methods and resources to students’ proficiency, primary language, and culture.
18. **Instructional Planning I – General Curriculum.** In collaboration with students, families, and other professionals, creates, monitors, and modifies appropriate and effective individualized educational plans for students accessing a general curriculum, that include challenging yet achievable goals/objectives, powerful instructional strategies, appropriate materials, transition plans, and appropriate technologies.
19. **Instructional Planning II -- Independence Curriculum.** In collaboration with students, families, and other professionals, creates, monitors, and modifies appropriate and effective individualized educational plans for students accessing an independence curriculum, that include challenging yet achievable goals/objectives, powerful instructional strategies, appropriate materials, transition plans, and appropriate technologies.
20. **Assessment.** Uses assessment results to identify needs, make wise educational decisions, and to plan, implement, and adjust instruction; understands legal, technical, and technological aspects of assessment; collaborates with educators, families and professionals to conduct appropriate, multifaceted assessments and monitor progress.
21. **Technology.** Enables students with disabilities to learn about and to use technology and assistive technology.
22. **Inquiry.** Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

23. **Professional and Ethical Practice.** Is aware of the multiple roles of special educators, the need for sensitivity to the many aspects of diversity and exceptionality, and the serious, complex, legal and ethical issues involved in special education; engages in on-going reflection and professional development and adjusts practice appropriately.
24. **Collaboration.** Effectively collaborates with families, educators, and other professionals in culturally responsive ways to address student educational needs, advocate for students, plan effective transitions, and serve as a resource to colleagues and community.

Course content and assessment of standards have also been aligned with the ISBE Common Core for All Special Educators, General Education Core for Special Education Teachers, and the LBS1 Content Area standards as well as CEC Standards.

LBS1 DUAL CERTIFICATION CHART OF STANDARDS AND COURSES

Course	Standard
SCG 401 Advanced Developmental Psychology	1 Disciplinary foundations 2 Transformation 3 Identity Development 4 Understanding Difference
SCG 408 Education and Society	1 Disciplinary foundations 2 Transformation 4 Understanding Difference
SCG 410 Research	22 Inquiry
SCG 439 Middle School	2 Transformation
T&L 409 Professional Practice in Elementary Schools	
T&L 413 Middle School Language Arts Methods	12 General Education: Reading
T&L 415 Science Methods	13 General Education: Natural and Social Sciences
T&L 416 Mathematics Methods	11 General Education: Mathematics
T&L 418 Art & Music Methods	
LSI 442 Characteristics of the Exceptional Learner	5 Special Education Foundations 10 Individual Learning Differences
LSI 443 Psych. Tests and Methods in Diagnosis	20 Assessment
LSI 458 Teaching Students with High Incidence I	8 Development/Characteristics of Learners II 16 Learning Environment and Social Interaction 18 Instructional Planning I
LSI 461 Collaborative Practice	24 Collaboration
LSI 462 Instructional Strategies I	11 General Education: Mathematics 13 General Education: Natural and Social Sciences
LSI 465 Induction	23 Professional and Ethical Practice
LSI 467 Teaching Students with High Incidence II	6 Development/Characteristics of Learners I 12 General Education: Reading 14 Instructional Strategies I
LSI 468 Teaching Students with Low Incidence I	7 Development/Characteristics of Learners III 15 Instructional Strategies II 17 Communication
LSI 469 Teaching Students with Low Incidence II	9 Development/Characteristics of Learners IV 19 Instructional Planning II 21 Technology III (Assistive Technology)

OVERVIEW OF COURSEWORK

- Master of Education: (80 quarter hours)
- Master of Arts: (84 quarter hours)

Social and Cultural Foundations of Education (16 q.h.)

SCG 401 Advanced Developmental Psychology

SCG 408 Education and Society

SCG 410 Introduction to Research: Purposes Issues and Methodologies

SCG 439 Philosophy and Psychology of Middle Level Education

Elementary Education (20 q.h.)

T&L 409 Professional Practice in Elementary Schools (15 field experience hours)

T&L 413 Middle School Language Arts Methods (4th-8th) (*LSI 441 prerequisite; 15 field experience hours)

T&L 415 Science Methods (15 field experience hours)

T&L 416 Mathematics Methods (15 field experience hours)

T&L 418 Art & Music Methods (10 field experience hours)

Special Education Content (32 q.h.)

LSI 442 Characteristics of the Exceptional Learner (20 field experience hours)

LSI 443 Psychological Tests and Methods in Diagnosis (20 field experience hours)

LSI 458 Teaching Students with High Incidence I (15 field experience hours)

LSI 461 Collaborative Practice and Special Education (15 field experience hours)

LSI 462 Instructional Strategies for Students with Disabilities I: Accessing the General Education Curriculum (15 field experience hours)

LSI 467 Teaching Students with High Incidence II (15 field experience hours)

LSI 468 Teaching Students with Low Incidence I (15 field experience hours)

LSI 469 Teaching Students with Low Incidence II (15 field experience hours)

Student Teaching (8 q.h.)

LSI 585 Special Education/ Elementary Education student Teaching and Seminar (Note. Time divided between special education and general education teacher).

LSI 465 Induction into the Field of Special Education

Master of Arts Option

LSI 549 Thesis Research in Specialized instruction

See the Appendix on page 25 for a detailed program timeline.

DESCRIPTION OF COURSES

Foundations (16 credit hours required)

SCG 401 Advanced Developmental Psychology. Four credit hours. Current research and theories in human development relating to motivation, personality, learning and socialization. Case studies and an analysis of various developmental problems.

SCG 408, Education and the Social Order. Four credit hours. A study of social forces that impinge upon the educational enterprise and analysis of the relationship to major social problems in urban education with emphasis on their social, economic, political, historical and philosophical dimensions.

SCG 410, Introduction to Research: Purposes, Issues and Methodologies. Four credit hours. This course will examine the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading, and the use of educational research as a means for informing educational theory, practice, and policy. Students will be exposed to the multiple frameworks, which inform educational research, the various methodologies employed in collecting and analyzing data and will examine the advantages, limitations, and values implicit in conducting and evaluating research.

SCG 439, Philosophy and Psychology of Youth and Middle Level Education. Four credit hours. This course examines foundational and contemporary theories of youth and adolescent development. It considers how these theoretical ideas relate to contemporary questions of youth and their experience in middle level education. The course explores the historical invention of adolescence; changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. This course seeks to develop in prospective educators a broader capacity to theorize about youth and schooling and, hence, to act critically and reflectively in multiple contexts in which youth learn.

Teaching and Learning, Elementary (20 credit hours required)

T&L 409, Professional Practice In Elementary Schools. Four Credit hours. This course is an introduction to the professional roles required of elementary school teachers. Students will develop a knowledge-based framework for considering the many factors involved in decision-making in an elementary classroom. This framework will serve to guide students as they create a social studies curriculum unit, which integrates planning skills, teaching strategies, classroom management

and evaluation techniques. Daytime field experience hours are required during this course.

T&L 413, Middle School Language Arts Methods. Four credit hours. This course extends emerging reading and language arts to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate grades and middle school. Emphasis will be placed on using narrative and expository text and mixed genres related to content-area instruction.

T&L 415, Science Methods. Four credit hours. An introduction to materials, methods and strategies for helping students in grades K-8 become scientifically literate: that is, to understand the nature of science and its impact on technology and science. Particular attention will be given to theoretical views about how children learn science, the proper use of materials and equipment, the development of scientific thinking (e.g., skills in observing, classifying, collecting, and interpreting data, questioning strategies, and ways to assess student progress). Daytime field experience hours are required during this course.

T&L 416, Mathematics Methods. Four credit hours. An introduction to materials, methods, and strategies for helping students in grades K-8 become mathematically literate (i.e., helping elementary students to value mathematics, to become confident in their mathematical abilities, to attack and solve mathematical problems, and to reason and communicate mathematically). Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking (i.e., skills in estimation, pattern recognition, or spatial perception) the use of technology, and ways to assess student progress. Daytime field experience hours are required during this course.

T&L 418, Art & Music Methods. Four credit hours. This course focuses on the arts (drawing from visual arts, music, drama and dance) as an integral component of teaching and learning in the elementary school curriculum. Students will 1) be exposed to a diverse body of artistic forms, functions and disciplines to develop a critical aesthetic and visual working vocabulary; 2) acquire an understanding and skills in helping children identify and use various mediums to explore thoughts and reveal impressions of their experiences; and 3) design, construct and implement creative, interdisciplinary activities that place a value on the arts through languages of discipline-based art education and multi-intelligences. Daytime field experience hours are required during this course.

Special Education Coursework (32 credit hours required)

LSI 442, Survey and Characteristics of the Exceptional Learner. Four credit hours. A survey of exceptional learners and characteristics of students with both high and low incidence disabilities, with consideration of alternative placements appropriate for children with various disabilities including the learning disabled. Emphasis on historical, theoretical, practical and legal implications and issues, as well as on the roles of special education professionals, including consultation and collaboration, in inclusion of exceptional learners.

LLSI 443, Psychological Tests and Methods in Diagnosis. Four credit hours. Principles of measurement and test construction including an evaluation of standardized test instruments. Principles of broad-based assessment involving case history, criterion referenced tests, performance based assessments, behavioral assessments, functional analysis, and informal assessments. Emphasis on understanding, using and interpreting a wide variety of assessment instruments for educational decisions and planning purposes.

LSI 458, Teaching Students with High Incidence I. Four credit hours. Introduction to the theoretical and practical approaches to instruction for students with high incidence disabilities across ages and levels of severity. Emphasis on developing an understanding of supportive learning environments, classroom and behavior management; developing collaborative practices with multiple service providers and families to meet the needs of diverse learners with high incidence disabilities. Strategies and materials for improving the social, emotional, and academic adjustment and functioning of students with high incidence disabilities are examined. Includes teaching social and emotional curricula; developing and implementing functional behavioral assessment; and monitoring growth and development in targeted areas. Strategies to increase the individual's self awareness, self-management, self control, self reliance, and self esteem are considered

LSI 461, Collaborative Practice and Special Education. Four credit hours. The purpose of this course is to develop pre-service teachers' understanding of the importance of developing and maintaining collaborative relationships with parents and professionals in educational environments. Students will develop an understanding of professional and legal responsibilities, networks, organizations, and services available for students with disabilities and their families. Students will also examine various educational models for working collaboratively with teachers, parents, and support personnel in classrooms and schools. Students will

articulate a personal philosophy and strategies for working collaboratively with families, teachers, paraprofessionals, and other professionals within educational environments.

LSI 462, Teaching Students with Low Incidence II. Four credit hours. This course focuses general theories of learning, instructional modifications, accommodations, grouping strategies, technology, and assessments used for helping to provide students with disabilities access to general education curricula. Course topics will focus on the effectiveness of these strategies for working with students with mild, moderate, and severe disabilities. Students will begin to articulate a personal philosophy and approaches designed to enhance the educational experiences of children and youth with disabilities and they will begin to examine the relationship between schooling and long term outcomes.

LSI 467, Teaching Students with High Incidence II. Four credit hours. Continued study of the theoretical and practical approaches to instruction for students with high incidence disabilities across ages and levels of severity. Translation of diagnostic information into teaching strategies and development of an instructional plan (IEP) including transition needs. Emphasis on understanding theoretical models of literacy, literacy development, instructional strategies, and adjusting literacy instruction to meet the needs of diverse learners. Principles of diagnostic teaching will be discussed. Specific teaching techniques and materials will be reviewed, including appropriate uses of technology.

LSI 468 Teaching Students with Low Incidence I. Four credit hours. Introduction to the theoretical and practical approaches to instruction of children with low incidence disabilities including functional assessment and instructional strategies, curricular options and adaptations, as well as levels of participation and accommodation in the general curriculum. Emphasis will be placed on understanding theoretical models of language development and communication, instructional strategies for language and communication, and adjusting language instruction to meet the needs of diverse learners. Candidates will explore individualized planning (IEPs), transition needs, integration of related services into the instructional program, and strategies and materials for improving the social, emotional, and academic functioning of diverse students with low-incidence disabilities.

LSI 469 Teaching Students with Low Incidence II. Four credit hours. Continued study of the theoretical and practical approaches to instruction for diverse students with low incidence disabilities. Focuses on addressing the intellectual, educational, physical, motor, health, social, and transitional needs of diverse

students with more severe low incidence disabilities. Examination of etiological factors, growth, development, and long-term outcomes. Developing collaborative efforts with family and multiple care and service providers is addressed. Provides strategies to facilitate maintenance and generalization of both academic and non-academic skills across learning environments. Includes experiences with assistive technology, community-based instruction, and designing and implementing a functional curriculum when needed.

****LLSI 465, Induction Into the Field of Education.** Four credit hours. Designed primarily as a culminating course experience at the graduate level, this course utilizes a seminar approach to help students clarify their understanding of issues related to special education, general education, and teaching in urban schools. All students will prepare a portfolio based on their experiences within the graduate program. These portfolios will contain evidence of each student's development during the program and students will make connections between their own theoretical, philosophical, and professional orientations and the Urban Professional Multicultural Model.

****** During this course, students draw upon their experiences in university classrooms as well as their experiences in public and private schools to create a final portfolio that is reflective of their experiences. This portfolio represents a culmination of their university experience and students are required to choose "artifacts" or works in areas related to the program mission and goals. This culminating experience provides students with an opportunity to demonstrate their understanding of central concepts, themes, and goals by providing a theoretical rationale and practical examples of their development in target areas. Portfolios will address program goals and will focus on five broad areas:

- I. **Effective Teaching, Assessment & Evaluation:** *Student understands and demonstrates effective and appropriate teaching, assessment, and evaluation practice.*
- II. **Meeting the Needs of Diverse Learners:** *Student demonstrates an understanding of learner development through appropriate practice and a commitment to supporting the needs of all learners. This includes attending to the entire range of, but not limited to, differences in race, socio-economic status, gender, culture, language, and exceptionality.*
- III. **Creating Positive Learning Environments:** *Student will use an understanding of classroom dynamics to create a positive learning environment that encourages students to work effectively as individuals and in groups. This includes supportive social interactions, motivation,*

positive emotional and behavioral reactions, and active engagement in learning.

- IV. Collaborative Practice: *Student will demonstrate an understanding of and the effective use of collaborative practice with parents, caregivers, and other professionals in ways that promote positive development among children and youth.*
- V. Professional Commitment: *Student will demonstrate an understanding of education and child development within the broader context of schools, neighborhoods and society and will strive to continue to develop his or her own professionalism in ways that promote positive transformations of themselves and the broader communities they serve.*

Throughout the program, students identify materials or artifacts that demonstrate their proficiency of each targeted area. During LSI 465, they develop a portfolio containing samples of work in each area. Each portfolio must contain at least two artifacts in each of the goal areas, an introduction/description of the artifacts, and a reflective statement about what the student has learned about teaching from the experience. This model promotes the overall integration of students' graduate experiences and it provides students with an opportunity to showcase their competencies to prospective employers.

STUDENT TEACHING (8 credit hours required)

LLSI 585, Student Teaching and Seminar in Special Education-Teaching and Learning, Elementary. Eight credit hours. Five school days per week in supervised teaching experience for sixteen weeks spread out over two quarters. Students will also attend a student teaching seminar one day per week for ten weeks where they will discuss issues related to this experience. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate student teaching placements. Prerequisite: Permission required

FIELD EXPERIENCE HOURS (200 hours required)

All students participating in the Dual Certification program are required to complete a minimum of 200 field experience hours. These are non-paid experiences and there are no credit hours or university costs associated with the experience. *These hours must be completed prior to student teaching.* The purpose of this requirement is to provide students with school or community based experiences that enrich their university coursework experiences. In most

cases, hours will be completed in conjunction with university coursework so students must be prepared to commit time to these activities during the academic school year. For complete information regarding hours, documentation of hours, etc. please visit the field experience website and review all areas:

<http://education.depaul.edu/StudentResources/FieldExperiences/index.asp>

In particular, please be aware of the following requirements:

Field Experiences Requirements

- Field Experiences must be completed in at least three (3) different schools. No more than 1/2 of the total hours can be in one school.
- Students must have documented a minimum of fifteen (15) hours within each grade level/program category in which they will be certified. For example, Elementary Education students must complete at least fifteen (15) hours in the following program categories: K-2, 3-5, and 6-8. Secondary Education students must complete at least 15 hours in the following program categories: 6-8, 9-10, and 11-12.
- Students must have a minimum of fifteen (15) hours of multicultural experiences in classrooms where at least 20% of the class is of a culture, language, or racial/ethnic group that is different from their own.
- The majority (51% or over) of the field experience hours must be in a public school setting.

You can obtain a list of schools for field experiences from the field experience policies web page: http://education.depaul.edu/html/current/field_policies.asp. Select placements; select Field Experience School Network.

Documenting Field Experience Hours

Field experience hours must be documented in the Field Experience Documentation System, which can be found by entering the DePaul School of Education website under Current Services for Students. The documentation system provides important data to the Office of Field Experiences in determining whether a candidate has met the field experience requirement when applying for admission to student teach. All field experience hours must be completed prior to the start date of the student teaching experience.

Evaluation for Field Experiences

Course instructors will provide each student with a DePaul University evaluation form appropriate to the course level (Level I or Level II). The cooperating teacher or course instructor completes the form (Level I or Level II) provided by the student. At the school level, the candidate is expected to meet with the cooperating teacher to complete the evaluation. The candidate will then return the completed form to the course instructor for approval.

While you are expected to submit an evaluation form to your instructor for every field experience, 3 evaluations in designated courses will be forwarded to the Office of Field Experiences and recorded in the field experience database. These 3 evaluations must be positive and represent a Level I experience and two Level II experiences in order to be approved to student teach. See the Appendix on page 24 for a detailed list of courses and the field experience hours with which they are associated for each quarter of the Dual Certification Program.

STUDENT RESPONSIBILITIES DURING FIELD EXPERIENCES

1. Conduct yourself at each observation as a teacher. Arrive and depart at the faculty's scheduled hours. If you attend faculty or department meetings, remember you are an observer.
2. Use your course or program assignments as a guide during your experience. Look for those things that build your knowledge and skills base.
3. Demonstrate responsibility, enthusiasm, and appropriate initiative during each visit.
4. Keep a journal of your observations and experiences for use in preparing your reflective papers.

If you experience any difficulties at a site contact your faculty advisor at DePaul to discuss the issue and to determine an appropriate resolution or alternative placement.

BREAKDOWN OF FIELD EXPERIENCE HOURS

**GRADUATE DUAL CERT. IN SPECIAL ED AND
ELEMENTARY ED**

**Lincoln Park Campus
only**

SCG 401- Advanced Developmental Psychology	
SCG 408 - Education and the Society	
SCG 410 - Introduction to Research: Purposes, Issues and Methodologies	
SCG 439 - Philosophy and Psychology of Middle Level Education	
TL 409 -- Professional Practice in Elementary Schools	15 hours/ I
TL413 - Middle School Language Arts Methods (4-8)	15 hours/ II
TL 415 -Science Methods	15 hours/ II
TL 416 - Mathematics Methods	15 hours/ II
TL 418 – Art and Music Methods	10 hours/ II
LSI 442 – Characteristics of the Exceptional Learner	20 hours/ I
LSI 443 - Psychological Tests and Measurements	20 hours/ I
LSI 458 – Teaching Students with High Incidence I	15 hours/ I
LSI 461 - Collaborate Practice and Special Education	15 hours/ I
LSI 462 - Instructional Strategies for Disabilities I: Accessing the General Ed. Curriculum	15 hours/ II
LSI 467 – Teaching Students with High Incidence II	15 hours/ II
LSI 468 – Teaching Students with Low Incidence I	15 hours/ II
LSI 469 – Teaching Students with Low Incidence II	15 hours/ II
LSI 465 – Induction	

Total : 200

*Note: **Bold** indicates the specific courses in which faculty will submit Level I or Level II evaluations to the Office of Field Experiences for student teaching approval*

ADVISING, SAC 481

All students are assigned an academic advisor. Information on your advisor will be given at orientation.

Program Policies

1. Advanced Standing

All students are conditionally admitted to the program. In order to receive full graduate status and advanced standing, students must receive a grade of B in all coursework during the first two quarters of attendance and demonstrate successful completion of the Basic Skills Test. Students who receive a grade lower than B or who do not pass the basic skills test will be dismissed from the program,

2. Testing

According to the Illinois State Board of Education, students in the Dual Certification program must take and pass five different certification tests prior to student teaching. These tests must be completed by December 1 of your second year in the program. Tests include the Basic Skills, Elementary Education, LBS-I, Special Education General Curriculum, and the APT K-12. For more information regarding tests, test dates, etc, please refer to the Illinois Certification Testing System (ICTS) Website at <http://www.icts.nesinc.com/>.

3. Incompletes

The Dual Certification Program is intense by nature. Students take three courses per quarter over 18 months. Therefore it is very important that all students stay up to date in coursework as there is no room in the program to make up courses. In any given quarter, students may not take more than one incomplete with a maximum of 2 incompletes over the course of the program. No incompletes may be taken in the last quarter before student teaching.

4. Attendance

Attendance is expected in all classes. Evening classes at DePaul begin promptly at 5:30 or 6:00 and students are required to be in class and ready to learn by this time.

This Handbook includes general information for all DePaul University students, information particular to the School of Education, and information specific to the Special Education for Teacher program.

Rights Reserved:

The provisions of this handbook are not to be regarded as an irrevocable contract. The DePaul University School of Education Program reserves the right to modify, revoke, or add to any and all regulations at any time. (Certification requirements are subject to change per the discretion of the Illinois State Board of Education.)

FULL-TIME PROGRAM FACULTY

Dr. Libby Hardman, Assistant Professor (773-325-54603) ehardman@depaul.edu

Dr. Hardman has over 15 years of experience as a special education teacher and graduated with a Ph.D. in special education from the University of Florida in 2002. She has taught special education coursework at the University of Central Florida, Stetson University, and East Carolina University. She joined the DePaul Special Education faculty in the fall of 2007. Her research interests include exploring the influence of emotion (particularly anger) on the development of social judgment; developing a theoretical model for the inclusion of students with disabilities in the classroom community based on the principles in Rawls Theory of Justice; investigating the systematic use of praise as a mechanism for changing teacher as well as student behavior; and exploring the relationship between praise and the development of cooperative moral intent. She has presented at numerous state, national, and international conferences and has published in *Behavioral Disorders and Intervention in School and Clinic*.

Dr. Amy Feiker Hollenbeck, Assistant Professor (773-325-2073) afeiker@depaul.edu

Amy Feiker Hollenbeck completed her Ph.D. at the University of Wisconsin at Madison in the area of special education. Her research involves the investigation of reading comprehension practices of two special educators nominated as effective in working with students with LD. Other research interests include responsiveness-to-intervention as a service delivery model, the over-representation of minority students in special education, and school reform.

Dr. Eva Patrikakou, Associate Professor (773-325-2072) epatrika@depaul.edu

Dr. Patrikakou has been investigating the relationship between parent involvement and children's academic, social, and emotional learning for more than a decade, working with schools here in Illinois and nationally. In addition to teaching and mentoring college students, she has taught in both elementary and secondary schools. Prior to joining DePaul, she was a research professor at the Psychology Department of the University of Illinois. She is the Director of the School-Family Partnership Program, and a member of the Center for Innovation and Improvement Scientific Council. Her work has been presented in national and international conferences, and has been published in journals such as *Diagnostique*, *Journal of Educational Psychology*, *Journal of Prevention and Intervention in the Community*, and *School Community Journal*. Dr. Patrikakou is the lead editor of "School-Family Partnerships and Children's Success" (Teachers College Press, 2005) and of several brochures for parents and teachers on topics such as communication and homework.

Dr. Beverly Trezek, Assistant Professor (773-325-4620) btrezek@depaul.edu

Dr. Trezek received her Ph.D. from the University of Wisconsin, Madison in 2004. Before coming to DePaul, she was an Assistant Visiting Professor at Ohio State where she taught courses in Reading and Deaf Education. Dr. Trezek has more than twelve years of experience working as a cross-categorical special education teacher and a teacher for students who are deaf/hard-of-hearing in the K-12 public school setting. Her research interests include effective reading instruction for special populations, Visual Phonics, Direct Instruction and Deaf education. She has recently published articles in *Journal of Deaf Studies and Deaf Education*, *Behavioral Disorders*, *The Clearing House*, *Theory into Practice* and *Direct Instruction News*.

Dr. Jennifer Loncola Walberg, Associate Professor (773-325-7637) jwalberg@depaul.edu

Dr. Walberg has been working with students with disabilities for the past fourteen years. She is a certified special education teacher who has worked as a clinical consultant for families with children who have mild to profound disabilities, including autism, pervasive developmental disorders, learning disabilities, and behavior problems. Dr. Walberg's research interests focus around autism, social-communication behaviors in children with disabilities, and professional development related to special education for general educators and paraprofessionals. She is actively involved in the professional community and currently serves as a Past-President of the Illinois Division for Early Childhood of the Council for Exceptional Children (IDEC).

Dr. Darlene Unger, Associate Professor (773-325-4694) dunger@depaul.edu

Dr. Unger earned her doctoral degree in Education from Virginia Commonwealth University. She has worked in the special education and rehabilitation field since 1988 holding faculty appointments at Cornell University, Kent State University, and Virginia Commonwealth University. Her clinical and instructional experiences have focused on the education of youth with moderate and intensive disabilities and the delivery of transition-focused education. Dr. Unger has also coordinated federally-funded research and training projects related to improving transition service delivery and employment outcomes for youth with disabilities, supported employment, and the efficacy of business and rehabilitation partnerships in facilitating employment and job retention for individuals with disabilities. Her publications include book chapters and journal articles on employer experiences with people with disabilities, supported employment, and the use of technology for teaching and learning. She has presented at state, national, and international conferences and serves on the executive board of the Council for Exceptional Children's Division of Career Development and Transition. Dr. Unger.

Dr. Carol Wren, Professor Emeritus (773-325-7770) cwren@depaul.edu

Carol Wren is Associate Professor of Education at DePaul University. Her doctorate is in Communication Disorders/Learning Disabilities from Northwestern University. She also recently completed a 100-hour certificate course offered by California State University at Northridge on assistive technology for children with disabilities. Dr. Wren's research interests focus on the emotional impact of learning disabilities and on language development in children with LD. She has taught special education courses at DePaul since 1980, including Strategies for Mainstreaming and Inclusion, a survey course of a wide variety of exceptionalities. For some years she has taught this course on site at Agassiz School (CPS), so that students could gain clinical experiences observing in the excellent program that Agassiz staffs for children with Autism. Dr. Wren has considerable experience relevant to program development. She is currently Coordinator of the Language, Literacy and Specialized Instruction Program that houses all special education courses at DePaul. She also coordinates the NCATE/ISBE accreditation process for the DePaul School of Education and as such is knowledgeable about the new ISBE certification regulations. Further, Dr. Wren founded (with a grant from FIPSE) the PLS (Productive Learning Strategies) program, one of only 3 comprehensive support programs for college students with learning disabilities in Illinois (DePaul, Barat College, Roosevelt University). She continues to act as faculty advisor to that extremely successful program.

<i>Area of Focus</i>	<i>Quarter 1 Summer II</i>	<i>Quarter 2 Fall</i>	<i>Quarter 3 Winter</i>	<i>Quarter 4 Spring</i>	<i>Quarter 5 Summer I</i>	<i>Quarter 6 Fall</i>	<i>Quarter 7 Winter</i>	<i>Quarter 8 Spring</i>
T&L and SCG Courses	SCG 401 SCG 408	T&L 409 T&L 418	T&L 415	T&L 413 T&L 416	SCG 410 SCG 439			
LLSI Courses		LSI 442	LSI 458 LSI 467	LSI 443		LSI 462 LSI 468 LSI 469	LSI 461	LSI 465
Student Teaching								LSI 585

Appendix Program Timeline

Field Experience Hours		T&L 409 15	T&L 415 15	T&L 413 15		LSI 462 15	LSI 461 15	TOTAL:
		T&L 418 10	LSI 458 15	T&L 416 15		LSI 468 15		Gen: 70
		LSI 442 20	LSI 467 15	LSI 443 20		LSI 469 15		Sped: 130