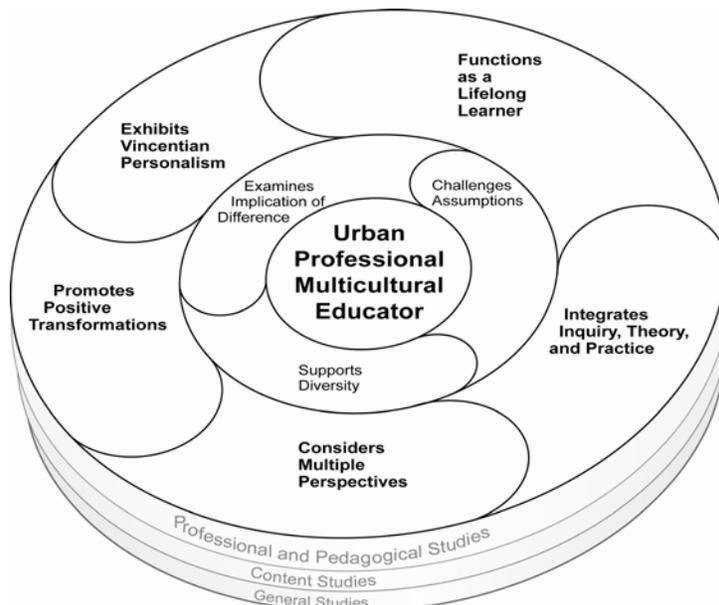


Advanced Level Program in Special Education
Learning and Behavior Specialist I, LBSI

Student Handbook



2011-2012

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

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The provisions of this handbook are not to be regarded as an irrevocable contract. The DePaul University College of Education Program reserves the right to modify, revoke, or add to any and all regulations at any time.

Welcome to DePaul University!

OVERVIEW

Overview of DePaul University

The University. DePaul celebrates more than 110 years as an institution of higher education. 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 DePaul community is diverse. Minority students make up for 30% of incoming students.

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.

College of Education

The College of Education is one of ten schools and colleges at DePaul University. The college 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 College 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.

Department

The Special Education for Teachers Program is one of three Language and Specialized Instruction (LSI) Program concentrations in the Department of Counseling and Special Education in the College of Education. The Department of Counseling and Special Education is a community of scholars who value the role of the practitioner in all roles of teaching, research and service. Faculty use student-focused methods to enhance engagement of future professionals in learning and applying their knowledge and skills in diverse settings. This commitment to theory-guided and evidence-based practices is also demonstrated through faculty's teaching, scholarship and service endeavors. We seek to foster Vincentian Personalism and provide opportunities for advancement through education. Practitioners who complete a course of study offered by our Department will contribute to their respective fields, balance theory with practice, consider multiple points of view in decision making, promote positive transformations in the settings in which they are engaged, and continue to function as life long learners. The practitioner's professional role is shaped by ongoing reflection and positive engagement with the individual, the community, and the larger sociopolitical realities. The preparation we offer practitioners demonstrates our commitment to social justice, critical pedagogy, and positive educational transformation. The disciplines in the Department address these themes from a variety of perspectives that include language and culture, curriculum theory and development, special education and other specialized instruction, human services and counseling, and educational leadership in administration and supervision.

Program Concentration

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

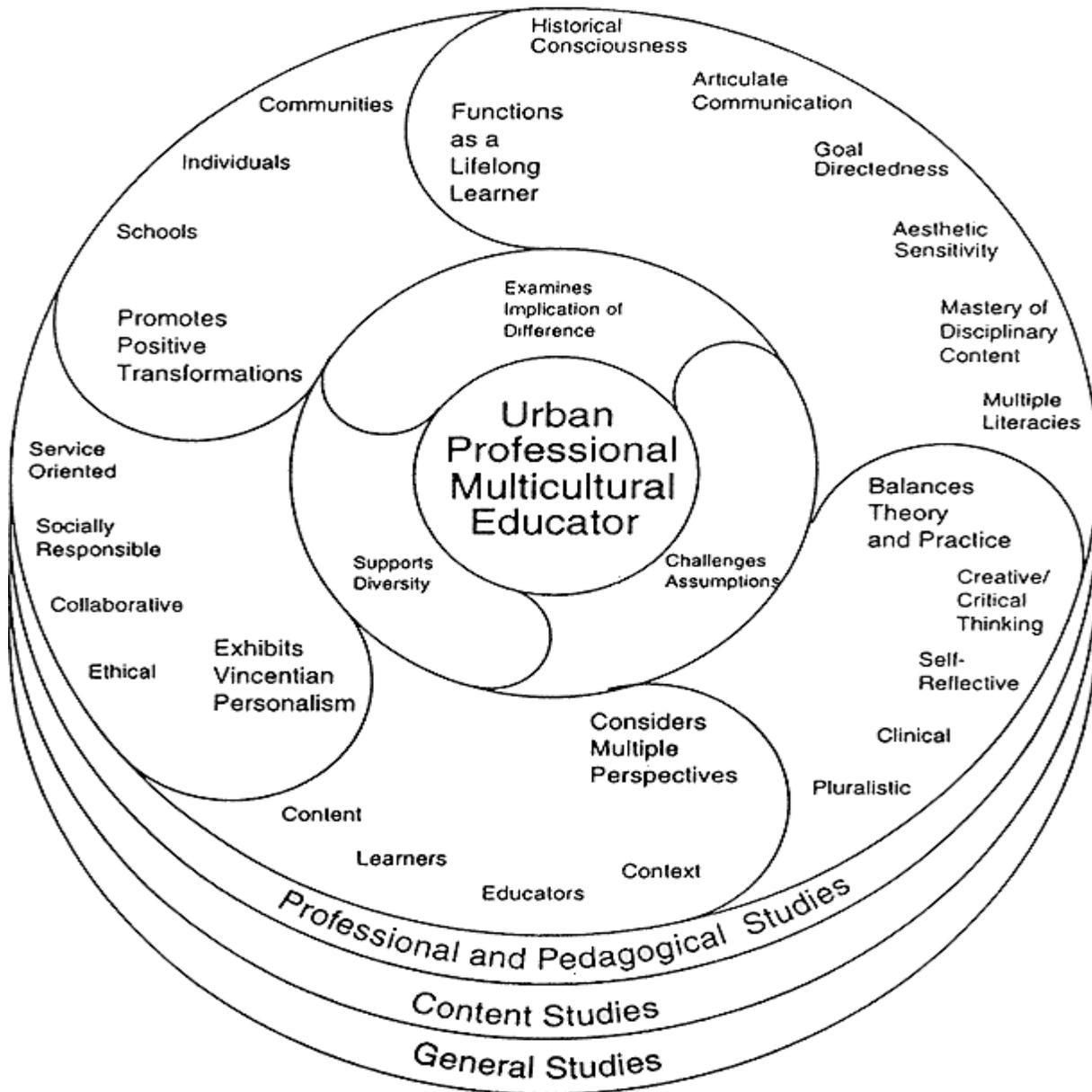
This interdisciplinary graduate level program is offered through the Literacy and Specialized Instruction Program (LSI) and leads to a Masters degree in Education. The program entails coursework and experience in special education and leads to certification in Special Education (Type 10 – LBS-I.)

The program is designed for students who already have a teaching certificate and are interested in a second 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 special education (Type 10, Learning and Behavior Specialist I). 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.

THE URBAN MULTICULTURAL EDUCATOR MODEL



The Special Education concentration 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 College 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.

Linking the Program with the College's Conceptual Framework

The Conceptual Framework of the College of Education describes the characteristics of an Urban Professional Multicultural Educator. The College of Education prepares graduates with a holistic orientation toward education. Urban Professional Multicultural Educators affirm and support diversity. They operate from an interplay between theory and practice, weigh and choose multiple perspectives, exhibit Vincentian personalism, and promote positive transformation of themselves, other persons and society, and function as life-long learners. Urban Professional Multicultural Educators bring knowledge and understanding, skills, appropriate attitudes, and above all judgment to their roles as educators. Exercising good judgment as educators involves an understanding of the social and cultural context in which teaching and learning take place, as well as an understanding of the role of education in the lives of individuals and society.

Attracting teachers into the field of special education, especially in urban schools, and providing them with a high quality and rigorous educational experience is directly related to the Conceptual Framework of the College of Education at DePaul. This Conceptual Framework – The Urban, Professional, Multicultural Educator – makes central the preparation of educators who challenge assumptions, approach educational theory and practice from multiple perspectives, and who are committed to improving the lives and outcomes of students in urban, multicultural environments. Urban Multicultural Professional Educators are prepared to examine the implications of difference, support diversity, and promote positive transformations in individuals and institutions. Finding ways to increase the number of highly qualified special educators within urban environments who can improve the educational experiences and outcomes of all students directly relates to the “Urban Professional Multicultural Educator” model.

In addition, candidates will have broad preparation in instructional strategies for special education (*integrating inquiry, theory, and practice*). The program also provides in-depth experience in the vital area of individualizing instruction for exceptional students. Throughout the course of study, candidates will learn to appreciate and understand individual differences. A thorough understanding of the characteristics and needs of students with and without disabilities will provide graduates of the program with knowledge of and respect for all learners (*Vincentian personalism*); and graduates will be encouraged to become advocates of excellence in educational systems. They will be capable of critically challenging current policies and practices they do not view as appropriate for exceptional students; they will also be capable of designing and implementing programs and practices that respond to a variety of needs among children and youth (*Positive Transformation*). An emphasis on research as well as on professional development prepares candidates to become *Life-Long Learners*. By providing candidates with a broad but deep understanding of children and youth, of reading development, of reading disabilities, and of culturally and linguistically diverse

learners, this program will prepare highly skilled and socially conscious special educators.

PROGRAM STANDARDS

The Candidate:

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.

OVERVIEW OF COURSEWORK

Option #1: M.Ed. and Certification

This option prepares currently certified teachers to become special education teachers. Upon successful completion of the program, graduates will receive a master's degree and are qualified to receive Illinois State Board of Education (ISBE) certification in special education (LBS1), upon passing the stat- required certification tests.

Candidates are required to take courses in the foundations of education, specifically courses in advanced developmental psychology and the contemporary social context of education. Introductory special education courses provide information on characteristics and needs of exceptional children, legal and ethical issues, and collaborative practices. A course in psychological tests and methods introduce candidates to formal and informal assessment as well as the context and legal requirements of special education assessment. Four courses provide candidates with in-depth knowledge of planning and instructional strategies for exceptional students with high and low incidence disabilities, both those who are accessing the general curriculum as well as those who need an independence curriculum. In these courses, the curriculum focuses on the learning environment, planning, instructional strategies, and adaptations in the general education curriculum as well as on functional social, communication, motor, and adaptive skills. A course that specifically focuses on accessing the general curriculum provides additional work in helping exceptional children learn reading, math, science, and social science. A research seminar examines current research on best practice in special education. Finally, two separate practica provide intensive, supervised field experiences, one with students with high-incidence disabilities, the other with students who have low-incidence disabilities.

Course of Study:

Prerequisites

Course Title	Assessment of ISBE Standards (Special Ed. Common Core, General Education, and LBS1)	Field Experience/ Clinical Practice
College coursework in literature	2 General Ed: Reading	
College coursework in mathematics	1 General Ed: Mathematics	
College coursework in science	3 General Ed: Natural/Social Sciences	
College coursework in social science	3 General Ed: Natural/Social Sciences	
Illinois Test of Basic Skills		
Illinois Content Area Test (03, 04, 09, 10) if applicable		

Educational Foundations (12 quarter hours)

Course Title	Assessment of ISBE Standards (Special Ed. Common Core, General Education,	Field Experience/ Clinical Practice

	and LBS1)	
Select 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 (4 qtr. credits)		
Select one of the following: SCG 408 Education and the Social Order SCG 409 Philosophy of Education SCG 411 Sociology of Education (4 qtr. credits)		
Required: SCG 410 Introduction to Research: Purposes Issues and Methodologies (4 qtr. credits)		

Special Education Content (32 quarter hours)

LSI 440 Survey of Exceptional Learners: Psychology and Education (4 qtr. credits)	1 Foundations 2 Characteristics of Learners 7 Collaborative Relationships	
LSI 443 Psychological Tests and Methods in Diagnosis (4 qtr. credits)	3 Assessment	Field Experience Assignment(s) to be completed in inclusion classroom
LSI 458 Teaching Students with High Incidence Disabilities I (4 qtr. credits)	2 Characteristics of Learners 5 Learning Environment 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with high incidence disabilities
LSI 467 Teaching Students with High Incidence Disabilities II (4 qtr. credits)	2 Characteristics of Learners 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with high incidence disabilities
LSI 468 Teaching Students with Low Incidence Disabilities I (4 qtr. credits)	2 Characteristics of Learners 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with low incidence disabilities
LSI 469 Teaching Students with Low Incidence Disabilities II (4 qtr. credits)	2 Characteristics of Learners 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with low incidence disabilities
LSI 462 Instructional Strategies I: Accessing the General Curriculum	1 General Ed: Mathematics 2 General Ed: Reading 3 General Ed: Natural/Social Sciences	Field Experience Assignment(s) to be completed in inclusion classroom

LSI 457 Seminar and Research in Special Education (4 qtr. credits) LSI 608 Capstone in Language Literacy & Specialized Instruction	9 Reflection & Professional Growth 8 Professional Conduct & Leadership	
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Practica (8 quarter hours)

LSI 552 Practicum Experience with High Incidence Disabilities (4 qtr. credits)	4 Planning for Instruction 6 Instructional Delivery	Clinical Practice (6 weeks full time)
LSI 553 Practicum Experience with Low Incidence Disabilities (4 qtr. credits)	4 Planning for Instruction 6 Instructional Delivery	Clinical Practice (6 weeks full time)

State tests required for certification:

- * Assessment of Professional Teaching (APT) K-12 - #104
- * Special Education General Curriculum - #163
- * LBS-1 - #155

Students who have transferred their teaching certificates from out-of-state may be required to take the Illinois Basic Skills test for the LBS1 certificate - please check with ISBE and the College of Education's Certification Officer.

Option #2: Certification-only

The Special Education certification-only option prepares teachers to work with students ranging in age from 5 -21 who have high- or low- incidence disabilities, in both elementary and secondary settings. It requires a focused set of courses that leads to an LBS1 endorsement on a Type 10 certificate. In addition to the courses below, students must pass all relevant state tests.

Candidates are required to take a sequence of special education courses. Introductory special education courses provide information on characteristics and needs of exceptional children, legal and ethical issues, and collaborative practices. A course in psychological tests and methods introduce candidates to formal and informal assessment as well as the context and legal requirements of special education assessment. Four courses provide candidates with in-depth knowledge of planning and instructional strategies for exceptional students with high and low incidence disabilities, both those who are accessing the general curriculum as well as those who need an independence curriculum. In these courses, the curriculum focuses on the learning environment, planning, instructional strategies, and adaptations in the general education curriculum as well as on functional social, communication, motor, and adaptive skills. A course that specifically focuses on accessing the general curriculum provides additional work in helping exceptional children learn reading, math, science, and social science. A research seminar examines current research on best practice in special education. Finally, two separate practica provide intensive, supervised field experiences, one with students with high-incidence disabilities, the other with students who have low-incidence disabilities.

Course of Study:

Prerequisites

Course Title	Assessment of ISBE Standards (Special Ed. Common Core, General Education, and LBS1)	Field Experience/ Clinical Practice
College coursework in literature	2 General Ed: Reading	
College coursework in mathematics	1 General Ed: Mathematics	
College coursework in science	3 General Ed: Natural/Social Sciences	
College coursework in social science	3 General Ed: Natural/Social Sciences	
Illinois Test of Basic Skills		
Illinois Content Area Test (03, 04, 09, 10) if applicable		

Special Education Content (32 quarter hours)

LSI 440 Survey of Exceptional Learners: Psychology and Education (4 qtr. credits)	1 Foundations 2 Characteristics of Learners 7 Collaborative Relationships	
LSI 443 Psychological Tests and Methods in Diagnosis (4 qtr. credits)	3 Assessment	Field Experience Assignment(s) to be completed in inclusion classroom
LSI 458 Teaching Students with High Incidence Disabilities I (4 qtr. credits)	2 Characteristics of Learners 5 Learning Environment 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with high incidence disabilities
LSI 467 Teaching Students with High Incidence Disabilities II (4 qtr. credits)	2 Characteristics of Learners 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with high incidence disabilities
LSI 468 Teaching Students with Low Incidence Disabilities I (4 qtr. credits)	2 Characteristics of Learners 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with low incidence disabilities
LSI 469 Teaching Students with Low Incidence Disabilities II (4 qtr. credits)	2 Characteristics of Learners 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with low incidence disabilities
LSI 462 Instructional Strategies I: Accessing the General Curriculum	1 General Ed: Mathematics 2 General Ed: Reading 3 General Ed: Natural/Social Sciences	Field Experience Assignment(s) to be completed in inclusion classroom

LSI 457 Seminar and Research in Special Education (4 qtr. credits) LSI 608 Capstone in Language Literacy & Specialized Instruction	9 Reflection & Professional Growth 8 Professional Conduct & Leadership	
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Practica (8 quarter hours)

LSI 552 Practicum Experience with High Incidence Disabilities (4 qtr. credits)	4 Planning for Instruction 6 Instructional Delivery	Clinical Practice (6 weeks full time)
LSI 553 Practicum Experience with Low Incidence Disabilities (4 qtr. credits)	4 Planning for Instruction 6 Instructional Delivery	Clinical Practice (6 weeks full time)

State tests required for certification:

- * Assessment of Professional Teaching (APT) K-12 - #104
- * Special Education General Curriculum - #163
- * LBS-1 - #155

Students who have transferred their teaching certificates from out-of-state may be required to take the Illinois Basic Skills test for the LBS1 certificate - please check with ISBE and the College of Education's Certification Officer.

Option #3: Endorsement-only

Holders of Type 03, 09, or 10 certificates may add a special education endorsement to their existing Illinois certificate. In addition to the coursework below, an endorsement requires passing the Illinois LBS1 state test. Teachers who wish additional professional development in special education but intend to continue teaching in a general education setting will find that these courses for the endorsement are excellent preparation. Those who want to become special educators are very strongly encouraged to earn the LBS1 certificate (above). A course in psychological tests and methods introduce candidates to formal and informal assessment as well as the context and legal requirements of special education assessment.

Students are required to take a specific sequence of special education courses. Introductory special education courses provide information on characteristics and needs of exceptional children, legal and ethical issues, and collaborative practices. A course in psychological tests and methods introduce candidates to formal and informal assessment as well as the context and legal requirements of special education assessment. Four courses provide candidates with in-depth knowledge of planning and instructional strategies for exceptional students with high and low incidence disabilities, both those who are accessing the general curriculum as well as those who need an independence curriculum. In these courses, the curriculum focuses on the learning environment, planning, instructional strategies, and adaptations in the general education curriculum as well as on functional social, communication, motor, and adaptive skills.

Course of Study:

Prerequisites

Course Title	Assessment of ISBE Standards (Special Ed. Common Core, General Education, and LBS1)	Field Experience/ Clinical Practice
Illinois Test of Basic Skills		
Illinois Content Area Test (03, 04, 09, 10) if applicable		

Special Education Content (24 quarter hours)

LSI 440 Survey of Exceptional Learners: Psychology and Education (4 qtr. credits)	1 Foundations 2 Characteristics of Learners 7 Collaborative Relationships	
LSI 443 Psychological Tests and Methods in Diagnosis (4 qtr. credits)	3 Assessment	Field Experience Assignment(s) to be completed in inclusion classroom
LSI 458 Teaching Students with High Incidence Disabilities I (4 qtr. credits)	2 Characteristics of Learners 5 Learning Environment 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with high incidence disabilities
LSI 467 Teaching Students with High Incidence Disabilities II (4 qtr. credits)	2 Characteristics of Learners 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with high incidence disabilities
LSI 468 Teaching Students with Low Incidence Disabilities I (4 qtr. credits)	2 Characteristics of Learners 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with low incidence disabilities
LSI 469 Teaching Students with Low Incidence Disabilities II (4 qtr. credits)	2 Characteristics of Learners 4 Planning for Instruction 6 Instructional Delivery	Field Experience Assignment(s) to be completed in inclusion classroom with low incidence disabilities

State test required for endorsement: LBS-1 - #155

Students who have transferred their teaching certificates from out-of-state may be required to take the Illinois Basic Skills test for the LBS1 certificate - please check with ISBE and the College of Education's Certification Officer.

POSSIBLE COURSE SEQUENCES

Students earning a certificate will have the option of taking either one course per quarter or two courses per quarter. The table below indicates the order of completion for both options.

2 courses per quarter for students starting Fall 2011, 2013, etc

	Fall	Winter	Spring	Summer
Year 1	LSI 440 LSI 462	LSI 468 SCG ----*	LSI 469 SCG -----*	LSI 553 Practicum
Year 2	LSI 443 SCG ---*	LSI 458 SCG ----*	LSI 467 LSI 457/LSI608	LSI 552 Practicum

* For MEd students only--There are 4 possible slots built in the course of study for the 3 required SCG courses for the M.Ed. option. Students can choose which 3 slots best fit their schedule.

2 courses per quarter for students starting Fall 2010, 2012, etc

	Fall	Winter	Spring	Summer
Year 1	LSI 440 LSI 443	LSI 458 SCG ----*	LSI 467 SCG -----*	LSI 552 Practicum
Year 2	LSI 462 SCG ---*	LSI 468 SCG -----*	LSI 469 LSI 457/LSI 608	LSI 553 Practicum

* For MEd students There are 4 possible slots built in the course of study for the 3 required SCG courses for the M.Ed. option. Students can choose which 3 slots best fit their schedule.

1 course per quarter for students starting Fall 2011, 2013, etc

	Fall	Winter	Spring	Summer
Year 1	LSI 440	LSI 468	LSI 469	LSI 553
Year 2	LSI 443	LSI 458	LSI 467	LSI 552
Year 3	LSI 462		LSI 457/LSI 608	

1 course per quarter for students starting Fall 2010, 2012, etc

	Fall	Winter	Spring	Summer
Year 1	LSI 440	LSI 458	LSI 467	LSI 552
Year 2	LSI 443	LSI 468	LSI 469	LSI 553
Year 3	LSI 462		LSI 457/LSI 608	

Endorsement

For students earning an endorsement, courses are offered one per quarter:

1 course per quarter for students starting Fall 2011, 2013, etc

	Fall	Winter	Spring
Year 1	LSI 440	LSI 468	LSI 469
Year 2	LSI 443	LSI 458	LSI 467

1 course per quarter for students starting Fall 2010, 2012, etc

	Fall	Winter	Spring
Year 1	LSI 443	LSI 458	LSI 467
Year 2	LSI 440	LSI 468	LSI 469

MONITORING PROGRESS

Major Milestones for Candidates

The general progress of candidates will be monitored at four checkpoints to determine if they are making sufficient progress toward meeting standards.

	Admission to Program	Entrance to Clinical Experience	Exit from Clinical Experience	Exit from Program	Certification
Coursework and GPA	Bachelor's degree from accredited university; 2.75 GPA	Completion of a minimum of 3 required core courses with GPA of 3.0 or higher;	Completion of 2 practicum courses with GPA of 3.0 or higher	Completion of 13 (52 quarter hours) for MEd with a GPA of 3.0 or higher or 10 courses (40 hours) for certificate only	
Standards	Met IPTS, Core LA & Core Technology Standards or pass APT prior to program exit*	Met all program standards during coursework	Met specified program standards during practica	Met all program standards during coursework and specified standards during practica	
Clinical Experiences			Satisfactory completion of portfolio related to each practicum	Completion of required practica with grade of C or better	
Testing					Pass ISBE

					Reading Specialist content area test Pass General Education for Special Educators test Pass APT K-12
Other Requirements	Personal statement; Letters of recommendation; *Interview as requested by faculty			Completion of Master's capstone requirement	

*Applicants must demonstrate competence in Illinois Professional Teaching Standards (See ISBE Website: www.isbe.net.)

COURSE DESCRIPTIONS

SCG 401 Advanced Developmental Psychology

This course addresses current research and theories in human development relating to motivation, personality, learning and socialization. Case studies and an analysis of various developmental problems are included.

SCG 402 Psychology of Learning

This course focuses on the study of the learning-teaching process with specific emphasis on the person as a learner, human capacity and potential, learning theories and material, motivation, concept formation, and behavior.

SCG 403 Human Development and Learning Elementary

This course focuses on the developmental processes of school age children, kindergarten through middle school, by beginning with the study of the young child's social, emotional, cognitive, and physical growth and change. The theoretical and observational study of child development will be framed by an examination of culture, gender, and socio-economic factors as they inform assumptions about normative processes. The relationship between development and learning in a social context will be examined with particular attention to children's developing concepts in math, science, and language arts. Attention will also be given to the role of teachers and schools and other institutions in fostering the healthy development and learning of young people.

SCG 406 Human Development and Learning: Secondary

This course focuses on the multiple factors that contribute to the period of adolescence, bridging childhood and adulthood. Particular attention is given to the intrapsychic, interpersonal, biological and social-cultural processes that are mediated by the meanings that youth give to

their identity vis-à-vis race, class, and gender formation within the broader society. Students will engage in interdisciplinary study of theories to examine the implications for teaching and learning processes and the role of educational institutions in fostering the healthy development of youth in society.

SCG 408 Education and the Social Order

This course is a study of social forces that impinge upon the educational enterprise and is an analysis of the relationship to major social problems in urban education. Emphasis is placed on their social, economic, political, historical, and philosophical dimensions.

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

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 that inform education 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

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 experiences 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.

LSI 440 Survey of Exceptional Learners: Psychology and Education (4 qtr. credits)

A survey of exceptional learners and characteristics of students with both high- and low-incidence disabilities, with consideration of placements appropriate for children with such disabilities. Emphasis on historical, theoretical, practical and legal implications and issues. The course also addresses the importance of developing and maintaining collaborative relationships with parents and professionals in order to maximize the academic, social, and emotional benefits of all learners.

LSI 443 Psychological Tests and Methods of Assessment (4 qtr. credits)

A study of broad-based assessment including case history, criterion-referenced tests, norm-referenced, and performance-based assessment. Principles of measurement and test construction including an evaluation of standardized test instruments. Emphasis on understanding the strengths and limitations of a wide variety of assessment instruments as well as on appropriate use of and accommodations for formal and informal assessment across disabilities, ages, and levels of severity. Candidates administer and interpret assessments and use information to plan instruction and to monitor and report progress.

LSI 458 Teaching Students with High Incidence Disabilities I (4 qtr. credits)

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 467 Teaching Students with High Incidence Disabilities II (4 qtr. credits)

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 Disabilities I (4 qtr. credits)

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 Disabilities II (4 qtr. credits)

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.

LSI 462 Instructional Strategies for Students with Disabilities I: Accessing the General Curriculum (4 qtr. credits)

This course focuses on 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 (reading, math, natural and social sciences). Course topics will focus on the effectiveness of these strategies for working with students with mild, moderate, and severe disabilities. Candidates examine approaches designed to enhance the educational experiences of students with disabilities and the relationship between schooling and long term outcomes.

LSI 457 Seminar and Research in Special Education (4 qtr. credits)

This course examines current research in special education including topics such as the social construction of special education; the assumptions of deficit vs. difference models of educational services; the overrepresentation of students of color and students from lower socioeconomic status backgrounds in special education; placement settings, inclusion, and service delivery models; and issues related to the short and long-term effects of special education on the lives of students with disabilities. Students select and pursue a topic of research interest and complete a professional portfolio.

LSI 608 Capstone in Language, Literacy & Specialized Instruction

For the capstone course of the Special Education for Teachers program, all Certification- and Master-pursuing students must develop a professional portfolio. The purpose of the portfolio is three-fold; 1) to reflect on your accomplishments and achievements within the program, 2) evaluate your progress relative to the special education performance standards which are also part of the *Council of Exceptional Children* standards (see attached list of standards), and 3) utilize the portfolio in interviews with potential employers.

LSI 552 Practicum Experience with High Incidence Disabilities (4 qtr. credits)

Six weeks of supervised field experience in a cooperating school working with students with high incidence disabilities, together with structured opportunities for feedback and discussion of issues and problems encountered.

LSI 553 Practicum Experience with Low Incidence Disabilities (4 qtr. credits)

Six weeks of supervised field experience in a cooperating school working with low incidence disabilities, together with structured opportunities for feedback and discussion of issues and problems encountered.

Field Experiences. The purpose of the field experience requirement is to provide students with school experiences that enrich their university coursework and provide experiences with exceptional students. Candidates will be assigned field experiences in their own classrooms in conjunction with various courses in the program:

- LSI 440 Survey of Exceptional Learners: Psychology and Education
- LSI 443 Psychological Tests and Methods of Assessment,
- LSI 458 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 High Incidence Disabilities II, and
- LSI 462, Instructional Strategies: Accessing the General Curriculum.

Field experience assignments will be directly linked to course content, i.e., assessment and instruction of students with disabilities in inclusion settings.

For students who do not have their own classroom, the College of Education maintains a broad network of partner schools in which candidates can complete field experience assignments in inclusion classrooms. 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.

Clinical Practice. Candidates will need to participate in 2 separate summer practicum courses. LSI 552, Practicum Experience with High Incidence Disabilities and LSI 553, Practicum Experience with Low Incidence Disabilities both involve six full weeks of intensive, supervised field experience in a cooperating school during the summer. Candidates will have to apply for admission to each practicum. Application packets will be sent from the Advising Office to candidates during the fall quarter. Candidates will be notified regarding admission to the practicum in the Winter quarter. Please note that site directors reserve the right of final approval for the candidates they will host. Exact site placements will be communicated to candidates when sites finalize their summer school schedule, which usually occurs late in May. Practicum admission is contingent upon the successful completion of coursework (grade B+ or higher).

Candidates will be placed in sites **selected by the program** and will not complete either practicum in their school. Summer teaching in your school cannot count for a practicum. Practicum experiences begin early in the morning and extend into the afternoon. Given the intensive nature of the practica, candidates must plan ahead and free their schedules from, approximately, mid-June through the month of July (Exact times and dates vary depending on the placement site). Finally, due to the nature of practica, candidates cannot register for any other course concurrently with either LSI 552 or LSI 553.

In LSI 552, *Practicum Experience with High Incidence Disabilities*, candidates have six full weeks of intensive instructional responsibility in a cooperating site with students with high incidence (mild/moderate) disabilities - primarily students with learning disabilities, attention deficit, emotional/behavior disorders and mild developmental disabilities. During the practicum, candidates will have weekly opportunities for feedback and discussion of issues and problems encountered. In LSI 553, *Practicum Experience with Low Incidence Disabilities*, candidates have six full weeks of intensive instructional responsibility in a cooperating site with students who have low incidence (moderate/severe) disabilities, primarily autism, moderate/severe mental retardation, and physical and multiple disabilities. During the practicum, candidates will have weekly opportunities for feedback and discussion of issues and problems encountered.

Extended school year programs for students with special needs virtually all involve multi-grade classrooms. To ensure that candidates have field experiences with students in grade levels across the span of the certificate, candidates will be required to complete one of the practica in a classroom with students at the elementary level and the other practicum in a classroom for students at the secondary level.

Since candidates are all currently certified teachers, it is fully expected that they will be immersed in an intensive teaching experience starting in the first week of each practicum and continuing through week 6. Candidates will be in touch with their cooperating teacher and will meet as a group with their university instructor on campus or on site during the week prior to the first week of the field experience, so that they are prepared to begin teaching collaboratively with the cooperating teacher from day one and can assume full planning and instructional responsibility by week 3.

For both LSI 552 (Practicum with High Incidence Disabilities) and LSI 553 (Practicum with Low Incidence Disabilities) candidates will be required to complete a number of assignments for each course. Candidates must provide the university instructor with a weekly summary of their instructional plans. Sample lesson plans for individual students or instructional groups are required; these lesson plans must illustrate instruction in at least 3 curricular areas. Candidates must collect pre- and post-instruction assessment data on a group of students or an individual student to demonstrate that they can monitor student progress and adjust instruction as needed. Candidates must prepare for individual meetings with their supervisor by submitting weekly reflections and questions. As a final project, candidates will prepare a practicum-portfolio containing the above mentioned assignments, all performance evaluations, and a substantial reflective paper that discusses student progress, reflections on how instruction could be improved, and how the artifacts in the practicum-portfolio demonstrate that the candidate meets program, state, and national standards including the ability to have a positive impact on student learning.

Performance evaluation is an integral part of each practicum. Candidates will be observed by the university practicum instructor weekly. Instructors will provide weekly individual, informal, formative evaluations in the form of written feedback. Formal evaluations (extensive rating scale with supplemental comments) by both university instructor and cooperating teacher will occur at the end of the 3rd and 6th weeks.

PROFESSIONAL PORTFOLIO & CAPSTONE

Students completing the master's degree must register for LSI 608 Capstone Experience in conjunction with LSI 457. The capstone experience consists of completing a program/ professional portfolio based on the Special Education standards using assignments candidates have completed in courses throughout the program.

Professional Portfolio – For the capstone course of the Special Education for Teachers program (LSI 457 & LSI 608), which is offered in the Spring, all Certification- and Master-pursuing students must develop a professional portfolio. The purpose of the portfolio is three-fold; 1) to reflect on your accomplishments and achievements within the program, 2) evaluate your progress relative to the special education performance standards which are also part of the *Council of Exceptional Children* standards (see attached list of standards), and 3) utilize the portfolio in interviews with potential employers.

Your portfolio will be divided in targeted areas and it must contain specific sections and supporting materials. These supporting materials or *artifacts* address the standards for each of the following seven targeted portfolio areas. **These artifacts are completed assignments from program coursework** and they demonstrate your competence in each of the following targeted areas (see attached chart for a list of relevant courses that addressed - or will address - the targeted areas).

- ❖ *Special Education Foundations & Understanding Individual Learning Differences*
- ❖ *Assessment and Diagnosis*
- ❖ *Evidence of knowledge in several disciplines (Language Arts, Mathematics, Science, Social Studies): Evidence that you are equipped to provide instruction in multiple content area domains.*
- ❖ *Characteristics, Instructional Planning and Strategies for Learners with High Incidence Disabilities*
- ❖ *Characteristics, Instructional Planning and Strategies for Learners with Low Incidence Disabilities*
- ❖ *Collaboration*
- ❖ *Multicultural Perspectives, Professional & Ethical Practice*

Sample types of artifacts

- * Student work
- * Sample response to student work
- * Sample response to original curriculum materials
- * Completed course paper
- * Completed course project
- * Reflection journal entries

In preparation for the capstone course experience, it will be beneficial if you started collecting and organizing *artifacts* throughout your studies in this program.

TABLE OF PORTFOLIO AREAS, COURSES, & RELATED PERFORMANCE STANDARDS

Portfolio Area	Related Courses	Standard
<i>Special Education Foundations & Understanding Individual Learning Differences</i>	LSI 440 Survey of Exceptional Learners: Psychology and Education LSI 458 Teaching Students with High Incidence Disabilities I LSI 457 Seminar & Research in Special education	Special Education Foundations Individual Learning Differences Learning Environment & Social Interaction
<i>Assessment and Diagnosis</i>	LSI 443 Psychological Tests and Methods in Diagnosis	Assessment
<i>Evidence of knowledge in several disciplines (Mathematics, Science, Language Arts, Social Studies, Art): evidence that you are equipped to provide instruction in multiple content area domains.</i>	LSI 467 Teaching Students with High Incidence Disabilities II LSI 462 Instructional Strategies I: Accessing the General Curriculum	General Education: Reading. General Education: Mathematics General Education: Natural and Social Sciences
<i>Characteristics, Instructional Planning and Strategies for Learners with High Incidence Disabilities</i>	LSI 458 Teaching Students with High Incidence Disabilities I LSI 467 Teaching Students with High Incidence Disabilities II LSI 552 Practicum Experience with High Incidence Disabilities	Development/Characteristics of Learners II Learning Environment and Social Interaction Development/Characteristics of Learners I Instructional Strategies I Instructional Planning I
<i>Characteristics, Instructional Planning and Strategies for Learners with Low Incidence Disabilities</i>	LSI 468 Teaching Students with Low Incidence Disabilities I LSI 469 Teaching Students with Low Incidence Disabilities II LSI 553 Practicum Experience with Low Incidence Disabilities	Development/Characteristics of Learners III Communication Development/Characteristics of Learners IV Technology III (Assistive Technology) Instructional Strategies II Instructional Planning II
<i>Collaboration</i>	LSI 440 Survey of Exceptional Learners: Psychology and Education LSI 457 Seminar & Research in Special education	Collaboration
<i>Multicultural Perspective, Professional & Ethical Practice</i>	LSI 440 Survey of Exceptional Learners: Psychology and Education LSI 457 Seminar and Research in Special Education	Professional and Ethical Practice

GRADUATION REQUIREMENTS

To be eligible for degree conferral you must

- Complete all academic requirements
 - All Courses
 - Capstone Portfolio
- Have a GPA of 3.0 with no more than 2 Cs
- Submit degree conferral application

Degree Conferral. The College of Education awards and posts degrees at the end of each regular academic term (autumn, winter, spring) and at the end of each summer session. It is your responsibility to initiate the degree conferral application process by submitting an online application. The most common degree conferral term for this program is Summer Session 1.

Degree Conferral Application

In order to have a degree posted and receive a diploma, you must apply for degree conferral (degree posting) in advance so that we can verify the completion of academic requirements. Applying for degree conferral is completely separate from attending the commencement ceremony. All applications for degree conferral must be submitted online.

To apply for degree conferral on-line:

- Log on to Campus Connection
- >> Select FOR STUDENTS
- >> Select APPLY FOR DEGREE CONFERRAL
- On screen instructions will take you through the application process.

Application deadlines for degree conferral are (make sure you review the dates posted on the Academic calendar in case any changes have occurred)

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

If all requirements and financial obligations are met, degrees are posted 30 day after the official end of the quarter. Make sure to check the official dates listed on the Academic Calendar.

Submitting a degree conferral application means that you intend to finish your degree requirements by the end of the term for which you have applied. Do not submit an application unless you are sure you will complete the degree requirements. Applications are valid only for one term, and after submitting the

application, registration access is prohibited for all terms following the term selected in the application. If you do not complete all requirements, you must submit another application for the new term in which you intend to graduate.

Ultimately, it is your responsibility to ensure that all degree requirements are complete. You should maintain regular communication with your assigned professional advisors and with content area advisors, as needed, concerning the completion of degree requirements. All degree requirements must be complete by the degree conferral date, including the resolution of all incomplete (IN), missing (M), and continuing research (R) grades.

Distinction. In this program distinction is based on the following:

- MED degree - GPA of 3.75 or higher; an “A” in LSI 457 with a score of “exceeds” on the Capstone portfolio; At least a total of 6 “exceeds” in LSI courses; and an “A” for the both practica.
- MA degree – GPA of 3.75 or higher; an “A” in LSI 457 with a score of “exceeds” on the Capstone portfolio; At least a total of 6 “exceeds” in LSI courses; and an “A” for the both practica. In addition, distinction must be awarded by the student’s thesis committee based on the oral defense of the thesis.

The Honors Convocation. During the week of the commencement ceremony, the College of Education holds an Honors Convocation to recognize those graduates who have excelled in their programs and to recognize the recipients of several special awards. Invitations are extended to students in the LBSI program as follows: Students receiving either an M.Ed. or an M.A. must have a GPA of 3.75 or higher; At least a total of 6 “exceeds” in LSI courses; and an “A” in the first year’s practicum. Please note that participation in the Honors Convocations does not preclude graduating with distinction. Please see the action above on “Distinction” for a complete list of distinction requirements.

Transcripts. Transcripts indicating a degree posting are the most official and legal verification of the awarding of a degree. To request a transcript:

- Log on to Campus Connection
- >> Select FOR STUDENTS
- >> Select REQUEST OFFICIAL TRANSCRIPT.

Before ordering a transcript it is a good idea to verify that all the information will be correct. You can verify your degree, courses, grades, current address, etc. by first requesting a course history report.

- Log on to campus connection
- >> Select FOR STUDENTS

- >> Select COURSE HISTORY
- >> Be sure to press REQUEST COURSE HISTORY to submit the request.

It will take a few minutes to generate the report. When the report is ready a link labeled View will appear (press Refresh first to see the status). A new window will appear and you will need to click on the link with the .PDF extension to see your report.

Diplomas. Diplomas are automatically ordered at the time your degree is posted. After they are printed they are delivered to the College of Education and logged in. We will automatically mail your diploma to you; however, addresses are generated several weeks in advance of the mailing. If you change your address, you must let us know. If you would prefer to pick up your diploma, please call 773-325-4409.

Commencement Ceremony. There is only one commencement ceremony, typically held in June on the Saturday immediately following the end of final exams for the spring quarter. Students planning to attend the commencement ceremony must also apply separately for Commencement to the College of Education.

Specifically, if you intend to participate in the June ceremony you must complete a separate Commencement Ceremony Application in addition to the Degree Conferral Application. In order to verify completion of all requirements and to have time to print the Commencement Program, we must have your application for the ceremony well in advance.

The deadline for submitting the Commencement Application is February 1.

IMPORTANT: You must complete all courses and all other program requirements such as portfolio, papers, or thesis to be eligible to participate in the commencement ceremony. However, participation in the Commencement Ceremony does not guarantee that your degree will be awarded, because failing, missing, or unresolved grades from spring quarter may prevent posting of the degree.(In such cases, it will be necessary to submit another application for degree conferral.)

ENTITLEMENT AND CERTIFICATION

(Certification requirements are subject to change per the discretion of the Illinois State Board of Education)

Special Education for Teachers (LBS1) Certification Requirements*

Individuals seeking the LBS1 certificate are to apply for the Type 10 Special teaching certificate with the LBS1 endorsement. The LBS1 endorsement on the Special certificate is available to individuals who meet each of the following requirements:

- complete an approved LBS1 program
- hold a valid teaching certificate
- pass the Basic Skills (#300), the APT K-12 (#104), the Special Education General Curriculum (#163), and the LBS1 content-area (#155) tests.

See the Illinois State Board of Education (ISBE) Guide to Certification Requirements for more detailed information:

<http://www.isbe.state.il.us/certification/requirements/toc.htm>

Certification Tests

Students register for the required certification tests through the Illinois Certification Testing System's website (ICTS). Please visit <http://www.icts.nesinc.com/> for more information.

The LBS1 certificate requires the Basic Skills test (#300), the Assessment of Professional Teaching (APT) Grades K-12 test (#104), the Special Education General Curriculum (#163), and the LBS1 content-area test (#155).

*Students who have already taken the Basic Skills test for their teaching or school service personnel certificate need not take the Basic Skills test again as long as their certificate is valid at the time they apply for the LBS1 certificate.

**Students who have transferred their teaching certificates from out-of-state may be required to take the Illinois Basic Skills test for the LBS1 certificate - please check with ISBE and your academic advisor.

Students must pass all tests prior to certification.

Application Steps

Upon completion of the LBS1 program, students must apply for their certificate. Students must complete a certificate application, which can be found on ISBE's website: <http://www.isbe.state.il.us/> Once on ISBE's home page, look for the "Forms" link on the blue menu bar at the top of the screen. Click on "Forms", then click on "Certification." You must complete the "73-03C "Application for Teaching Certificate" application form.

You will need to submit the following information to the Certification Officer to have your application materials processed:

1. Completed and signed application form (73-03C)
2. Copy of valid teaching certificate
3. Copies of passing test scores for the Basic Skills, the APT K-12, the Special Education General Curriculum, and the LBS1 content area tests

Your materials will be reviewed, and if approved, the seal of the university will be applied to your application form. The student will then submit the sealed

application form, official transcripts, and a money order to ISBE to receive the actual certificate.

* *Certification requirements are subject to change per the discretion of the Illinois State Board of Education (ISBE). ISBE's website: <http://www.isbe.state.il.us/>*

Certification Officer

Shonta Durham
(773) 325-7634
sdurham@depaul.edu

Registering Your Certificate with the Educator certification System (ECS).

Once you receive your certificate, you should register it. Registration essentially activates it in a particular Illinois county and costs only \$5 per year, regardless of the number of counties you choose. Registration is required every year to keep your certificate active.

PROGRAM FACULTY

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

Dr. Eva Patrikakou chairs the Department of Counseling and Special Education and teaches courses in Special Education. She is also the Director of the Special Education for Teachers program, and serves on the Scientific Board of the Center on Innovation & Improvement. Dr. Patrikakou has done extensive research in parent involvement, for children with and without disabilities, and its effects on children's academic, social, and emotional development. She has taught children and adolescents from preschool to high-school and has also directed the development of school-family programming to enhance home-school relations. Dr. Patrikakou has presented her work on parent involvement, school-family partnerships, and academic achievement in numerous national and international conferences. She has authored articles and chapters on parent involvement and the academic, social, and emotional development of children and adolescents. Dr. Patrikakou is the lead editor of the book "*School-Family Partnerships for Children's Success*" by Teachers College Press. She is also the lead author on a series of informational materials for parents and teachers on topics such as communication and homework. Dr. Patrikakou has been systematically working to better inform practitioners, facilitate their outreach efforts, and bridge the research-practice gap on issues around school-family partnerships.

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

Dr. Wren is Emeritus 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 College 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.

Dr. Libby Hardman (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. Jennifer Walberg (773-325-7637) jloncola@depaul.edu

Dr. Walberg has been working with students with disabilities for the past eight 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. Loncola'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 the President-Elect of the Illinois Division for Early Childhood of the Council for Exceptional Children (IDEC).

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

Dr. Trezek received her Ph.D. from the University of Wisconsin, Madison in 2004. She was an Assistant Visiting Professor at Ohio State where she taught courses in oral language and reading instruction for students with learning disabilities and with hearing impairments. She has been a cross-categorical special education teacher and a teacher of the deaf and hard-of-hearing. Her research interest is in the area of reading instruction for special populations and she recently published an article in Direct Instruction News.

Dr. Amy Feiker Hollenbeck, 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. Darlene Unger (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.

Ms Kate Liston (773-325-4620) kliston@depaul.edu

Ms. Liston received her M.Ed degree from DePaul University. She has been an educational diagnostician specializing in learning disabilities at elementary schools and at the college level. She also has been a special education teacher, ESL teacher, reading teacher, and elementary education teacher in various Chicago Public Schools for many years. Ms. Liston also is the College of Education's *Coordinator of Field Experiences and Student Teaching*.