

COLLEGE OF EDUCATION

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

As an urban institution, the College of Education is committed to improving primary and secondary education in the metropolitan area and, in particular, in the city of Chicago. Framed within a commitment to promote and support diversity, the College of Education prepares all of its students to be "Urban Professional Multicultural Educators" who:

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

Contact Us

Mailing Address

College of Education
2247 N. Halsted Street
Chicago, IL 60614
(773) 325-7740

Please visit the College of Education website (<https://education.depaul.edu/Pages/default.aspx>) for a directory listing.

Administration & Faculty

Administration

Jennifer Mueller, Ph.D.,
Dean

TBD,
Associate Dean of Curriculum and Academic Programs

Darrick Tovar-Murray, Ph.D.,
Associate Dean for DEI and Faculty Development

Jordan Humphrey, Ph.D.,
Assistant Dean for Assessment

Stephanie P. McCullough, B.S.,
Assistant Dean for Administration & Operations

Katherine Kapustka, Ph.D.,
Director for Teacher Education, Leadership, and Licensing

Faculty

Melissa Bradford, Ed.D.,
Term Faculty
DePaul University

Enora Brown, Ph.D.,
Professor Emerita
University of Chicago

Deanna Burgess, Ph.D.,
Assistant Professor
Pennsylvania State University

Anne Butler, Ph.D.,
Assistant Professor
University of Illinois at Urbana-Champaign

Autumn Cabell, Ph.D.,
Assistant Professor
Virginia Commonwealth University

An-Chih Cheng, Ph.D.,
Associate Professor
University of Texas-Austin

Ronald Chennault, Ph.D.,
Associate Professor
Pennsylvania State University

Amy G. Clark, Ph.D.,
Term Faculty
Erikson Institute & Loyola University Chicago

Nell Cobb, Ed.D.,
Professor Emerita
Illinois State University

Jennifer Cohen, Ph.D.,
Associate Professor
University of Illinois at Chicago

Hilary Conklin, Ph.D.,
Professor
University of Wisconsin-Madison

Marie Ann Donovan, Ed.D.,
Associate Professor
Harvard University

James Duignan, M.F.A.,
Associate Professor
University of Illinois at Chicago

Okenna Egwu, Ph.D.,
Assistant Professor
William & Mary

Amy Feiker Hollenbeck, Ph.D.,
Associate Professor
University of Wisconsin

Anna Marie Frank, Ed.D.,
Professor Emerita
National Louis University

Joseph Gardner, Ph.D.,
Associate Professor
Stanford University

Jason Goulah, Ph.D.,
Professor
State University of New York at Buffalo

Horace Hall, Ph.D.,
Professor

University of Illinois at Chicago

James Steven Hamm, Ph.D.,
Term Faculty
Governors State University

Stephen Haymes, Ph.D.,
Professor
Miami University of Ohio

Nozomi Inukai, Ph.D.,
Term Faculty
DePaul University

Clara Jennings, Ph.D.,
Professor Emerita
Michigan State University

Tyanez Jones, Ph.D.,
Assistant Professor
Iowa State University

Mindy Kalchman, Ph.D.,
Associate Professor
University of Toronto

Katherine Kapustka, Ph.D.,
Associate Professor
Teachers College, Columbia University

Andrea Kayne, J.D., M.Ed.,
Associate Professor
Harvard University

Donna Kiel, Ed.D.,
Term Faculty
Northcentral University

Richard Kozoll, Ph.D.,
Associate Professor
University of Illinois at Urbana-Champaign

Megan Krone, Ph.D.,
Term Faculty
University of San Diego

Jeffrey Kuzmic, Ph.D.,
Professor Emeritus
Indiana University

Joan M. Lakebrink, Ph.D.,
Professor Emerita
University of Wisconsin

Christopher McCullough, Ed.D.,
Term Faculty
West Virginia University

Carlos Medina, Ph.D.,
Assistant Professor
Pennsylvania State University

Rebecca Michel, Ph.D.,
Associate Professor
Old Dominion University

Gayle Mindes, Ed.D.,
Professor Emerita
Loyola University of Chicago

Kimberly C. Molnar, Ph.D.,
Term Faculty
University of Toledo

Karen Monkman, Ph.D.,
Professor Emerita
University of Southern California

Barbara Kimes Myers, Ph.D.,
Professor Emerita
University of Illinois

Kristin Neisler, M.Ed.,
Term Faculty
DePaul University

Thomas Noel, Ph.D.,
Assistant Professor
University of Rochester

Alexandra Novakovic, Ph.D.,
Associate Professor
University of Wisconsin-Milwaukee

Gonzalo Obeillero, Ph.D.,
Assistant Professor
Teachers College at Columbia University

Melissa Ockerman, Ph.D.,
Professor
Ohio State University

Jo Ellen O'Connell, Ph.D.,
Professor Emerita
Loyola University of Chicago

Roxanne F. Owens, Ph.D.,
Associate Professor
University of Illinois at Chicago

Sung K. Park-Johnson, Ph.D.,
Associate Professor
Purdue University

Eva Patrikakou, Ph.D.,
Professor
University of Illinois at Chicago

Peter Pereira, A.M.T.,
Professor Emeritus
Harvard University

Amira Proweller, Ph.D.,
Associate Professor
State University of New York, Buffalo

Barbara Rieckhoff, Ph.D.,
Associate Professor
Loyola University

Frances Ryan, D.C., A.C.S.W., Ph.D.,
Professor Emerita

Loyola University of Chicago

Kenneth Sarubbi, D.P.E.,
Professor Emeritus
Indiana University

Leodis Scott, Ed.D.,
Associate Professor
Columbia University-Teachers College

Sonia Soltero, Ph.D.,
Professor
University of Arizona

John R. Taccarino, Ph.D.,
Associate Professor
Northwestern University

Akihiko Takahashi, Ph.D.,
Professor Emeritus
University of Illinois at Urbana-Champaign

Darrick Tovar-Murray, Ph.D.,
Associate Professor
Western Michigan University

Rafaela Weffer, Ph.D.,
Professor Emerita
Illinois Institute of Technology

Nancy Williams, Ph.D.,
Professor Emerita
Northwestern University

Christopher Worthman, Ph.D.,
Professor
University of Illinois at Chicago

Carol T. Wren, Ph.D.,
Professor Emerita
Northwestern University

Liliana Zecker, Ph.D.,
Associate Professor
University of Michigan

Office of Advising, Student success, Internships, and Student teaching

Academic Advising

DePaul University College of Education's Academic Advising Office is committed to engaging students through a holistic partnership focused on personalized educational and professional goals.

Nancy Hashimoto, Ed.D.,
Director of Advising and Licensure Officer

R. Bret Ruiz, MBA,
Academic Advisor

Alicia Sanders, M.Ed.,
Academic Advisor

Brandon Washington, M.Ed.,
Academic Advisor

Academic Success Center

Nora Murphy, M.Ed.,
Coordinator/Director

Internships

Jay Lesenko, M.Ed.,
Clinical Experience Coordinator

Office of Student Teaching and Community Partnerships and Field Experiences

TBD
Director of Student Teaching

Kathy A. Iwashima, M.A.,
Director of Community Partnerships and Field Experiences

Undergraduate Academics

The College of Education is home to Undergraduate majors, Graduate programs, Licensures and Endorsements.

Academic Policies

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

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

Licensure Requirements

To receive Illinois State Board of Education licensure, a student must complete all licensure coursework and requirements, including having all field experience hours completed and approved, have a 2.75 GPA, and have successfully passed the Content Area Test, and edTPA assessment.

Endorsement Evaluations

Students in Teacher Education Programs can submit an application to their academic advisor to request an endorsement evaluation. The COE can only evaluate transcripts for those programs or content areas that are offered in the COE. Any other programs or content areas will require an Illinois State Board of Education evaluation. A grade of C or better is required for all courses to apply toward endorsements.

Endorsements conducted by DePaul are valid only prior to applying for the teaching license. After earning the license, the individual needs to request a separate evaluation directly with ISBE who will independently review the record and whose results may differ from the DePaul evaluation. The DePaul evaluation is based on ISBE requirements at the time of the evaluation and is subject to change per ISBE's discretion.

Evaluation and Credit Auditing Courses

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

Double Majors

Please refer to the undergraduate student handbook section of the catalog for the current policy regarding COE majors and options for double majoring.

Minor Restrictions

Note: Students majoring in DePaul's College of Education degree programs cannot select the minors in the same field of study. Additional information about allowances and restrictions may be listed in specific minors or degree programs.

Undergraduate Inter-College Transfer (ICT)

Undergraduate students who wish to transfer to another program within DePaul should submit an Online Transfer Declaration request through Campus Connect. In order to transfer, students must meet the admission criteria of the program to which they are transferring.

Request to Register for More than 20 CREDIT HOURS (Undergraduates only).

For consideration of this request, you must have a 3.0 cumulative GPA, have successfully completed at least 44 credit hours, and have successfully completed 4 courses the previous quarter. DEADLINE: Last day to add classes deadline.

Request for Transfer Credit as Part of FINAL 60 Credit Hours at DePaul (Undergraduate Residency Requirement)

A request to take and transfer in credit from another institution as part of your final 60 hours of credit at DPU is granted only under extenuating or extra-ordinary circumstances. Any request must be accompanied by documentation demonstrating your need for this exception. All requests are evaluated on a case-by-case basis. DEADLINE: Last day to add classes for that term.

Undergraduate Academic Standing

In order to maintain academic standing, undergraduate students in most majors must have a 2.5 or better GPA. Students who do not have a 2.5 GPA will be placed on probation. Students who do not have a 2.75 GPA will receive an academic alert. Students in the Exercise Science major must maintain a minimum GPA of 2.0 to remain in good standing and need a 2.0 GPA to graduate.

In order to student teach and graduate, undergraduate students must have a 2.75 GPA.

Discontinuation and Re-admission

Students who have stopped their program of study for 3 consecutive quarters will be dropped from that program and must re-apply for re-admission through the admission office. Re-admitted students must follow curriculum requirements as they exist at the time of re-admission.

Credit Hour Conversion

DePaul University's academic calendar is based on the quarter system. College credit is accumulated on the basis of quarter hours. To convert credit hours from the semester system to the quarter system, multiply the number of semester hours by 1.5 (example: 3 semester hours x 1.5 = 4.5 quarter hours). To convert credit hours from the quarter system to the semester system, multiply the number of quarter hours by .67 (or 2/3) (example: 4 quarter hours x 2/3 = 2 2/3 semester hours).

Graduation Requirements

Degree Conferral Requirement

In order for a student's degree to be conferred, the student must complete all degree coursework and requirements, have a minimum 2.75 GPA (Exercise Science majors need a minimum 2.00 GPA), and meet the degree conferral application deadline for the quarter in which they want the degree to be conferred.

- Fall quarter deadline is October 1;
- Winter quarter deadline is January 15;

- Spring quarter deadline is February 1; and
- Summer deadline is July 15.

Requirements to Participate in Graduation Ceremony

To participate in the graduation ceremony in the spring, a student must meet all of the following requirements:

- Complete all degree coursework by the end of the Spring quarter preceding the ceremony and have applied for graduation before the designated deadline.
- Complete student teaching or have academic clearance to student teach in spring quarter.
- Pass all licensure required tests (except edTPA) by April 1.
- Have a minimum of 2.50 cumulative GPA.

Honors at Commencement Ceremony

Honors announced and listed at the Spring Commencement ceremony are based on the cumulative GPA of the end of the Winter quarter prior to the Spring Commencement Ceremony. The final determination for qualifying for honors is made at the time the individual is awarded the degree, regardless of the announcement or listing at the ceremony. The official designation for honors will be noted on student's transcripts and diploma.

The determination for honors is based solely on the final cumulative grade point average.

- Cum Laude - cumulative GPA between 3.500 and 3.699
- Magna Cum Laude - cumulative GPA between 3.700 and 3.849
- Summa Cum Laude - cumulative GPA above 3.850

Probation and Dismissal

A student whose GPA falls below a program's minimum GPA requirement will receive a registration hold and be unable to register for classes. The student must meet with his or her academic advisor and make an appointment with the Academic Success Center to develop a plan for returning to good academic standing. Students who remain on academic probation for 3 consecutive quarters will be dismissed from the COE. Students may apply to transfer to other programs at DePaul.

Student Teaching Content Area Coursework

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

Defer Student Teaching

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

Extend Student Teaching Clearance Deadline

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

last day to add classes deadline; Winter is Fall's deadline; Spring is Winter's deadline).

Out-of-State Student Teaching Placement Request

Requests for out-of-state student teaching placements are granted only on rare occasions and require a statement of hardship for consideration. Valid reasons for the request include health-related issues, change in employment status or employment opportunity, personal hardship, or course-related issues. Please note that to ensure proper supervision additional costs may be associated with out-of state-student teaching. DEADLINE: Same as student teaching application deadline. NOTE: Illinois State Board of Education rules apply, possibly restricting DePaul's ability to allow student teaching out of state for IL licensure requirements.

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

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

Student Teaching in Your Own Classroom Request

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

Student Teaching Requirements

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

Student Teaching for Transfer Students

DePaul's College of Education does not accept students for student teaching from other universities without completing required DePaul education coursework. Additionally, students must comply with all transfer requirements to student teach at DePaul.

Waiving Student Teaching Requirements

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

Registration: Exception to Advance Standing

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

Registration Withdrawal

Withdraw from Classes Due to Hardship

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

Withdrawal from the COE

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

Honors Program

Most students follow the Liberal Studies Program (<https://catalog.depaul.edu/undergraduate-core/liberal-studies-program/>) to meet their general education requirements. However, students accepted into the Honors Program fulfill general education requirements through an

alternative set of courses. A student in the Honors Program pursuing a primary major in the College of Education follows the requirements below:

Honors Core

Course	Title	Quarter Hours
HON 110 or HON 111	HONORS DISCOVER CHICAGO HONORS EXPLORE CHICAGO	4
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 101	WORLD LITERATURE *	4
HON 102	HISTORY IN GLOBAL CONTEXTS *	4
HON 104	RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES	4
HON 105	PHILOSOPHICAL INQUIRY	4
HON 180	DATA ANALYSIS AND STATISTICS (if indicated) ¹	4
HON 203	SEMINAR IN MULTICULTURALISM	4
HON 205	INTERDISCIPLINARY ARTS	4
HON 302	SEMINAR IN SOCIAL JUSTICE	4
LSE 380	PHILOSOPHICAL STUDIES IN PEDAGOGY, CULTURE AND GLOBALIZATION	4
PSC 120	THE AMERICAN POLITICAL SYSTEM	4
Select one of the following:		4
HST 181	UNITED STATES TO 1800	
HST 182	UNITED STATES, 1800-1900	
HST 183	UNITED STATES, 1900-PRESENT	

*Advanced placement credit will fulfill Honors Core requirements as listed:

- AP Literature credit for ENG 101 (previously ENG 120) will fulfill HON 101
- AP credit for HST 111 or HST 171 fulfills HON 102
- IB credit for PHL 100 fulfills HON 105

¹ HON 180 is not required for students with a Calculus, Statistics, or Discrete Mathematics requirement for the major. The courses (including AP, IB and transfer credit) that can replace HON 180 are as follows: MAT 242, MAT 135, MAT 137, MAT 150.

Students majoring in Secondary Education Social Science and History replace this requirement with an Economics course selected in consultation with the student's major advisor.

Science Requirement

- Two courses:
 - HON 225 (not a Biology section) (AP credit for BIO 191 or CHE 130/131 or PHY 150 or ENV 102 fulfills HON 225) **OR** Scientific Inquiry: Lab Course.
 - One Biology course
- Students majoring in Secondary Education Social Science or History will opt for an HON 225 Biology section and a Scientific Inquiry Geography course selected in consultation with the student's major advisor. If no Honors Biology sections are offered they may replace HON 225 with a Biology Lab course approved by COE advisor. These students should also consult with their Honors advisor about successful completion of their science requirements.
- Students with a science major in Education will replace this requirement with two non-science electives at the 200 or 300 level.

- Early Childhood Education and Elementary Education majors should consult with COE and Honors advisors about additional requirements in Social Science and Scientific Inquiry, which may possibly replace Honors requirements.

Language Requirement

- Honors students in the College of Education have a one year (three course) language requirement. This requirement can be fulfilled through either completion of one year of study of the student's high school language or one year of a new language the student has not yet studied. Students opting to continue their high school language are required to complete a placement test and must begin language study according to their placement.

Language majors must fulfill the Honors language requirement with an alternate approved 3-course sequence. Modern Languages courses with an E-designation are taught in English and may not be applied to the Modern Language Requirement.

Junior Seminar

- HON 302

The Honors Program is committed to developing students' knowledge and cultural awareness so they may respect and learn from difference.

Honors students meet the multicultural requirement by completing HON 302.

Senior Capstone

Course	Title	Quarter Hours
Select one of the following:		4
HON 350	HONORS SENIOR SEMINAR	
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	
HON 395	HONORS SENIOR THESIS	

Students who choose to complete an Honors Senior Thesis must have their project approved at least one term prior to executing the project. To gain approval for a senior thesis, students must complete an application, including a project proposal signed by two faculty advisors. In keeping with the interdisciplinary nature of the program, the thesis should attempt to move outside the boundaries normally associated with one particular discipline and should be supervised by two readers from different academic fields. While the final product must be a substantial piece of work building on the student's accumulated knowledge and new research, specific requirements for each thesis will depend on the nature of the project. See the Director or Associate Director for an application and thesis materials. Students may opt to enroll in HON 300: Honors Research Seminar (a two-credit elective) to receive dedicated guidance as they prepare the thesis project.

Honors students who do not have a statistics or calculus requirement for their major must complete HON 180, Data Analysis and Statistics, before completing the science requirements. Honors students who have a statistics or calculus requirement for their major are waived from HON 180, and the course will be replaced by an open elective.

Grade Requirements

A grade of C- or higher in HON 100 and HON 110 or HON 111 is required to remain in the Honors Program.

A grade of C- or higher is required to pass the following courses:

Course	Title	Quarter Hours
HON 100	RHETORIC AND CRITICAL INQUIRY	4
HON 350	HONORS SENIOR SEMINAR	4
HON 351	HONORS SENIOR SEMINAR IN SERVICE LEARNING	4
HON 395	HONORS SENIOR THESIS	4

Graduate Academics

The College of Education is home to Undergraduate majors, Graduate programs, Licensures and Endorsements.

Education Graduate Academic Student Handbook

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

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

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

Admission, Readmission, and Reclassification

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

Readmission

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

Reclassification

Graduate students may change from one concentration to another within a major, but only by applying for reclassification. Once students have decided to change their concentration, they should complete a Reclassification Application form, available online or from the College of Education Advising Office. Any administrative questions about changing concentrations should be directed to the College of Education Advising Office, 2247 N. Halsted, at 773-325-4409. Graduate students who are interested in changing majors should not complete the Reclassification Application form. Instead, graduate students wishing to change majors should submit a new graduate application. The student's file will be reevaluated to determine if the admission guidelines for the major for which he/she is applying are met. Additional application materials may be required.

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

clear what implications such a change would have on the student's course of study. The Program Director will decide whether a change of concentration will be permitted.

Licensure Requirements

The College of Education offers approved programs for State of Illinois licensure in thirteen areas of study. Students may be eligible for the following endorsements upon completion of the respective programs:

- Early Childhood Education (birth-2)
- Elementary Education (1-6)
- Learning and Behavioral Specialist I (K-Age 22)
- Physical Education (PK-12)
- Principal (PK-Age 22)
- Reading Specialist (PK-12)
- School Counseling (PK-Age 22)
- School Nurse (PK-Age 22)
- Secondary Education (5-12 or 9-12)
- Superintendent (PK-Age 22)
- Teacher Leader (PK-Age 22)
- Visual Arts Education (PK-12)
- World Language Education (PK-12)

Please note that state licenses include requirements beyond program requirements. For teaching licenses two assessments are required: a Content Area Test, and the Education Teacher Performance Assessment (edTPA). For other areas a Content Area Test is required. The tests are administered by the State of Illinois throughout the year. Students are advised to confer with program faculty or the academic advisors for further information.

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

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

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

Endorsement Evaluations

Students in Teacher Education Programs can submit an application to their academic advisor to request an endorsement evaluation. The COE can only evaluate transcripts for those programs or content areas that are offered in the COE. Any other programs or content areas will require an Illinois State Board of Education evaluation. A grade of C or better is required for all courses to apply toward endorsements.

Endorsements for teaching areas conducted by DePaul are valid only prior to applying for the teaching license. After earning the license, the individual needs to request a separate evaluation directly with ISBE who will independently review the record and whose results may differ from the DePaul evaluation. The DePaul evaluation is based on ISBE

requirements at the time of the evaluation and is subject to change per ISBE's discretion.

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

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

Evaluation and Credit

Auditing Courses

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

Cumulative GPA Requirement

The College of Education has a cumulative GPA requirement of 3.0 for students in a Master's Program. No more than two C or C+ grades can be accepted for a course earning graduate credit toward the degree, and then only if there are corresponding grades of higher value to produce a cumulative GPA of 3.00

Doctoral students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Double Counting Courses

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

Limit on Courses

Courses taken at DePaul University or any other college or university that were completed more than 8 years ago can only be counted toward licensure, degree, and/or content area requirements after a review of the student's transcripts. Courses for endorsements will be limited to 10 years. Transcripts will be evaluated based on the most-up-to-date licensure, degree, endorsement, and content area requirements. Exceptions will be evaluated by a faculty advisor.

General Education Coursework (Content Area Prerequisites)

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

Graduate Credit

Graduate students enrolled in 400 level courses and above earn graduate credit. Courses applying toward a degree generally require a C or better, however, some programs or requirements may require a higher grade as specified in the program section of the catalog. If a C- or lower is

earned in a required course, the course must be repeated or substituted as directed by the department or program. Such grades remain on the academic record and are calculated into the cumulative GPA.

Graduate students enrolled in 300 level courses can earn graduate credit and grades earned in these classes will contribute toward the graduate GPA. To earn graduate credit for a 300 level course the student must enroll in the course as a graduate student. Enrolling as an undergraduate student or earning a grade of C-, D+, D, or F is unacceptable for graduate credit in this program. Graduate students cannot receive credit for 100 or 200 level courses.

Limit on Transfer Credit for Graduate Students

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

Pass/Fail Option

Students can take elective courses or courses not required for licensure or degree fulfillment as pass/fail. Grades A through D represent a passing grade and are not computed into the GPA. If the course is failed, the F grade is recorded on your record and the grade is computed into the GPA. For additional regulations, refer to the pass/fail request form.

Program Completion

Timely completion of a program is important. Students in Master's Programs are allowed six years to complete the graduate degree. A petition in writing for a one-year extension may be approved by the department or program.

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

Credit Hour Conversion

DePaul University's academic calendar is based on the quarter system. College credit is accumulated on the basis of quarter hours. To convert credit hours from the semester system to the quarter system, multiply the number of semester hours by 1.5 (example: 3 semester hours x 1.5 = 4.5 quarter hours). To convert credit hours from the quarter system to the semester system, multiply the number of quarter hours by .67 (or 2/3) (example: 4 quarter hours x 2/3 = 2 2/3 semester hours).

Graduation Requirements

Students must meet all requirements listed below for graduation.

Degree Conferral Requirement

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

Doctorate Requirements to Participate in Graduation Ceremony

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

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

Master's Graduation Requirements

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

Graduating with Distinction

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

Bilingual Bicultural Program

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

Counseling Programs

- M.Ed. 4.0 GPA
- M.A. 4.0 GPA

Curriculum Studies Program

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

Special and Elementary Education Program

- M.Ed. 4.0 GPA
- M.A. 4.0 GPA

Educational Leadership Program

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

Preservice Special Education, and Special Ed for Teachers, Specialist Programs

- M.Ed. 4.0 GPA or possible revision based on program policy
- M.A. 4.0 GPA or possible revision based on program policy

Reading Specialist Program

- M.Ed. 4.0 GPA or possible revision based on program policy
- M.A. 4.0 GPA or possible revision based on program policy

Educational Studies Program

- M.A. Distinction based on recommendation for distinction from the student's thesis committee and approval from the Thesis Review Committee. Students graduating with an M.Ed. are not eligible for distinction.

TEACH Program

- M.Ed. 4.0 GPA

Teaching and Learning Program

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

Doctoral Degree Program (Ed.D., Ph.d., Ed.S.)

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

Honors at Commencement Ceremony

Honors announced and listed at the Spring Commencement ceremony are based on the cumulative GPA of the end of the Winter quarter prior to the Spring Commencement ceremony. The final determination for qualifying for honors is made at the time the individual is awarded the degree, regardless of the announcement or listing at the ceremony. The official designation for honors will be noted on student's transcripts and diploma.

Six-Year Limit on Studies

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

Doctoral Program Ten-Year Limit on Studies

Students have ten years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the ten-year clock.) For example, for a student who begins in Fall 2012, the program must be completed by Spring 2022. For students approaching this time limit, an application for extension must be submitted to the program office. This should be done no later than the fall of the tenth year, although earlier is preferable. The extension application includes the Request for Extension form, a letter from the student explaining a rationale for his/her request, and a letter of support from his/her dissertation chair.

Probation and Dismissal

The College of Education has a cumulative GPA requirement of 3.0 for students in a Master's Program. In addition, regardless of GPA, students are not to receive more than two grades of C or below to remain in good standing. Graduate students whose cumulative GPA falls below a 3.0 will be placed on academic probation at which a student has four courses in which to raise their GPA to or above the 3.0 minimum.

Students on probation will receive a registration hold and be unable to register for classes. They must make an appointment with the Academic Success Center to develop a plan for returning to good academic standing.

After completing the four additional courses, if a student's cumulative GPA is still below 3.0, they will be dismissed from the College of Education. If they receive more than two grades of C or below, their status will be evaluated regardless of your cumulative GPA. Master's students may appeal to the Chair of the Department in which their program is housed for re-admittance or may apply to another program. The Chair's decision for re-admittance is final.

Doctoral students who are fully accepted into the program will be placed on probation if their grade point average falls below 3.0 prior to the

completion of 36 credit hours and 3.3 after the completion of 36 credit hours. The first assessment will occur at the end of 12 credit hours. Students will remain on probation until four additional courses are taken at which time a new evaluation is done. If the grade point average is not raised students may be subject to dismissal from the College of Education.

Program Requirements

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

The doctoral program requires a minimum of 76-80 quarter hours of coursework. Completion of a dissertation or capstone and an oral defense before a committee of three faculty members are included in the requirements that lead to a doctorate degree.

Please consult specific programs for complete degree requirements.

Student Teaching Content Area Coursework

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

DEFER Student Teaching

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

Extend STUDENT TEACHING Clearance Deadline

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

OUT-OF-STATE Student Teaching Placement Request

Requests for out-of-state student teaching placements are granted only on rare occasions and require a statement of hardship for consideration. Valid reasons for the request include health-related issues, change in employment status or employment opportunity, personal hardship, or course-related issues. Please note that to ensure proper supervision additional costs may be associated with out-of state-student teaching. DEADLINE: Same as student teaching application deadline. NOTE: Illinois State Board of Education rules apply, possibly restricting DePaul's ability to allow student teaching out of state for IL licensure requirements.

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

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

Student Teaching in YOUR OWN Classroom Request

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

Student Teaching Requirements

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

Student Teaching for Transfer Students

DePaul's College of Education does not accept students for student teaching from other universities without completing required DePaul education coursework. Additionally, students must comply with all transfer requirements to student teach at DePaul.

Waiving Student Teaching Requirements

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

Registration Withdrawal

Withdraw from Classes Due to Hardship

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

Withdrawal from the COE

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

Combined Bachelors/Masters

The TEACH Program provides students the opportunity to complete in five years an undergraduate degree in a core arts and science major and a Master's of Education degree with State of Illinois secondary education teaching certification in a content area related to their major. As a combined degree program of the College of Liberal Arts and Social Sciences, the College of Science and Health, and the College of Education, the Program is collaboratively governed and coordinated by faculty from all 3 units.

The Program is designed to draw on the expertise of LAS and CSH faculty who teach in the majors of English, Mathematics, History, the Sciences, and Social Sciences to ensure strong content knowledge preparation of students and facilitate the transition from being learners of content to teachers of content to diverse adolescent populations. The Program also draws on the expertise of faculty in the COE's Secondary Education Program and Educational Policy Studies and Research Department to immerse students into essential issues and themes of education and theories and practices of teaching and learning. Such issues as educational inequality, politics of schooling, identity politics, social justice, identity development inside and beyond formal school settings, historical, cognitive, sociocultural, and sociopolitical nature of human development and society are integrated with issues of pedagogical content knowledge, critical pedagogy, constructivist teaching practices, theories of teaching and learning, curriculum development, and professional practice. Ensuring that students understand all these issues is integral to the Program design and delivery and to the preparation of teachers.

The measure of the academic quality of the Program relies on clearly articulated features of exemplary teacher-education programs. These include:

- a "common, clear vision of good teaching that permeates all coursework and clinical experiences...";
- a "well-defined standard of professional practice and performance...";
- a "strong core curriculum taught in the context of practice" and including understanding of human development and learning, social and cultural contexts, curriculum assessment, and subject-matter pedagogy;
- an "extended clinical experience" that supports ideas presented in coursework;
- an "extensive use of case methods, teacher research, performance assessments, and portfolio evaluation...";
- "explicit strategies" to help students confront their own beliefs and assumptions about learning and students and to learn about the experiences of diverse people; and
- "strong relationships, common knowledge, and shared beliefs among school- and university-based faculty." (Darling-Hammond, L. [2006]. Constructing Teacher Education. *Journal of Teacher Education*, 57, 300-314.)

Students may apply to the Program during the spring of their junior year. They must complete the Junior Year Experiential Course TCH 320, and meet other application criteria prior to applying. The curriculum of the Program consists of three components:

- Courses necessary to satisfy requirements for a baccalaureate degree in the College of Liberal Arts and Social Sciences or College of Science and Health in one of the following state of Illinois secondary certification content areas: English; History; Math; Sciences (Biology, Chemistry, Environmental Science, or Physics); or Social Sciences.
- A set of five courses that will be taken by students in the Program while they are still undergraduates; three of these will also fulfill graduate degree requirements. These courses will serve as a bridge to the 5th year Master's coursework.
- A fifth year of graduate courses which, together with the three double-counted courses mentioned above, will satisfy the requirements for a College of Education Master's in Education and a secondary-education certification in the student's discipline.

A full description of Program requirements for each content area can be found in the College of Education catalog.

Admission & Aid

The College of Education offers several graduate programs at the master's and doctoral level as well as licensure and endorsement only programs. Admission to DePaul University College of Education is very competitive. We consider numerous factors in evaluating each applicant, including undergraduate academic performance, graduate academic performance (if applicable), professional work experience, writing ability, potential for leadership, professional and academic recommendations and the applicant's special talents, qualities, interests and socioeconomic and cultural background. No single factor is dispositive.

Personal qualities that demonstrate intellectual depth, high ideals and diligence also are considered, as are economic, societal or educational obstacles that have been successfully overcome. Diversity in background and experience among the members of each entering class is a

continuing objective. Having a diverse student body allows us to encourage and foster the exchange of different ideas.

DePaul University has a nondiscriminatory admission policy; it does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age or disability.

General Admission Procedures

Application

You can apply online at: www.depaul.edu/apply (<http://www.depaul.edu/apply/>). To request information about College of Education graduate programs, including endorsements, approvals and licensure, please email us at edgradadmissions@depaul.edu or call us at (773) 325-4405.

Supporting Credentials

We require official transcripts from all universities, colleges, and junior colleges you have attended. Please request that transcripts and other credentials be sent directly to the:

Office of Graduate Admission
College of Education
2400 N. Sheffield
Chicago, IL 60614-2215.

We recommend that you request transcripts in sufficient time to meet the programs deadline.

The College of Education graduate programs require additional supporting credentials before an application file is considered complete. Please consult the specific program listing on the College of Education website (<https://education.depaul.edu/admission-and-aid/graduate-admission/admission-requirements/Pages/default.aspx>) to determine what additional materials are required for admission and the deadline by which applications and supporting materials should be submitted.

Application Fee

You can pay the application fee online as part of the online application or send a check or money order payable to DePaul University. Consult the application instructions for specific information about amount of the fee. If paying by check or money order, send it along with your supporting credentials to the:

Office of Graduate Admission
2400 N. Sheffield
Chicago, IL 60614-2215.

Applications submitted without an application fee will not be processed. The fee is non-refundable.

Application Deadline and Entry Terms

Consult the College website for program-specific information about application deadlines and to which academic terms the program admits new students.

Admission Decisions: The graduate admission office will notify you of your admission decision by letter. Admission applications will be reviewed only after the application and all supporting credentials, along with the application fee, have been submitted.

International Student Admission

Students who require a student visa (I-20) in order to study at DePaul must meet all admission requirements and demonstrate adequate financial support. Applicants educated in a country in which the native language is not officially recognized as English must also submit proof

of English proficiency. College of Education programs require a minimum TOEFL score of 590 (paper-based), 243 (computer-based), or 96 with no individual score less than 22 (internet-based). DePaul also accepts the IELTS (International English Language Testing System) with a minimum score of 7.5. However, students who otherwise have a strong overall academic record, but cannot demonstrate the necessary English proficiency, may be admitted conditionally. If granted a conditional admission, an applicant may enroll in DePaul's English Language Academy (ELA). To formally begin studies in the College of Education, an applicant that has been conditionally admitted must either successfully complete ELA's University Bridge Certificate or otherwise demonstrate the necessary English language proficiency.

The letter of admission and I-20 are issued only after admission. International students are encouraged to complete their applications at least one month prior to any published program deadline, or no later than three months before the start of the term, whichever date comes first to allow for enough time for processing the I-20.

Applicant for Five-Year B.A./B.S. to M.Ed Programs

The five-year B.A./B.S. to M.Ed. program is geared toward current DePaul undergraduate students who have reached junior status (88 or more quarter hours) who have declared Liberal Arts and Science major that will lead to educator licensure (biology, chemistry, English, environment science, history, mathematics, physics or social sciences). Students must have an overall grade point average of 3.0 or higher. If students have transferred to DePaul they must have at least 16 quarter hours completed at DePaul. Students must complete the Graduate College of Education Application for teaching and learning secondary education program, meeting all of the requirements outlined at the time of application. In addition to their application, students are required to submit the five-year B.A./B.S. to M.Ed. supplemental form, available at <https://education.depaul.edu/Pages/default.aspx>

Applicant for Subsequent Teaching Endorsement

If you hold a valid teaching license in the state of Illinois, you may enroll in a program designed to help you obtain a subsequent teaching endorsement in the following areas: early childhood education, elementary education, secondary education, world languages education, and special education.

In order to be considered for admission, you must submit a completed application as specified by the admission requirements for the teaching and learning program or the special education for licensed teachers program. In addition to the standard application materials, you must also submit a valid Illinois teaching license and a letter from your school principal providing evidence of prior teaching experience and teaching performance. (If you are currently not employed as a teacher, then other evidence of prior teaching experience must be provided.) In addition, evidence of having passed the Illinois Basic Skills Test/Test of Academic Proficiency (TAP) must be submitted by the end of the first quarter of completed course work.

Non-Degree Applicants

The College of Education may admit non-degree seeking students who wish to take a course(s) to complete prerequisites for admission, personal enrichment or professional development. To enroll a non-degree student, all you will need to submit is an application and a \$40 application fee. Official transcripts are not required for admissions but will be required after the completion of two courses. Please note that course work completed in a non-degree status may or may not be

applicable to a degree program and is subject to approval by the advisor and appropriate department chair.

Readmission Applicants

If you were previously admitted to DePaul but have been absent for more than one year, you must submit an application form, DePaul transcripts, and transcripts of any courses taken elsewhere during your absence. To use materials from a previous application, you must indicate, in written form, which materials you would like to apply to your new application. If the original application has been destroyed (after an absence of two years), you will be required to resubmit the entire application and all supplemental materials. A \$10 application fee is required.

Deferring Admission

If you do not enroll in the term to which you were admitted, you may request that your admission be deferred for up to one year after the term to which you were admitted. After one year, you must reapply to the program. Email edgradadmissions@depaul.edu to request a deferral.

Scholarship Opportunities

Please subscribe to the COE Advising weekly email to stay informed about COE scholarship opportunities that become available throughout the school year.

Any questions can be sent to coescholarships@depaul.edu.

Double Demon Scholarship

The Double Demon Scholarship is awarded to DePaul alumni and covers 25 percent of tuition for degree, non-degree or select certificate coursework taken at the graduate level.¹ Both full-time and part-time students are eligible and no application is necessary. To learn more, contact the admission office for your college of interest (see listing below).

¹ Please note: The Double Demon Scholarship cannot be used in conjunction with other DePaul scholarships, waivers or awards. University employees are eligible for other tuition benefits and are not eligible. The scholarship does not cover coursework from the Center for Professional Education (CPE), the Institute for Professional Development (IPD), coursework in a doctoral program or a master of fine arts (MFA), School of Music, the Theatre School, College of Law and a few other select programs.

For other DePaul University scholarships please visit the Admission & Aid section on the DePaul home page.

Financial Aid

For all information regarding Financial Aid, please visit the Financial Aid link under the Admission & Aid section on the DePaul home page.

You may also contact DePaul Central for help with Financial Aid, Student Accounts and Student Records.

For questions regarding financial aid, payment processes, and student records during business hours, please call (312) 362-8610 or e-mail at dpcl@depaul.edu.

Special Programs

Licensure and Endorsements

The College of Education offers a variety of licensure and endorsement programs for current and aspiring teachers, counselors and education

specialists and leaders who are interested in furthering their professional development and enhancing their credentials.

- Licensure (<https://catalog.depaul.edu/colleges-schools/education/licensure/>)
- Endorsements (<https://catalog.depaul.edu/colleges-schools/education/endorsements/>)
- Professional Special Programs (<https://catalog.depaul.edu/colleges-schools/education/professional-special-programs/>)