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
Paul Zionts, Ph.D.,
Dean

TBA,
Associate Dean of Curriculum and Academic Programs

Ronald Chennault, Ph.D.,
Associate Dean for Student Development

Sally Julian, Ed.D.,
Associate Dean for Development

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

Faculty
Mojdeh Bayat, Ph.D.,
Professor
Loyola University/Erikson Institute

John Beckenbach, Ed.D.,
Term Faculty
Northern Illinois University

Melissa Bradford, Ed.D.,
Term Faculty

DePaul University
Enora Brown, Ph.D.,
Associate Professor
University of Chicago

Anne Butler, Ph.D.,
Term Faculty
University of Illinois at Urbana-Champaign

Jennifer L. Cannon, Ph.D.,
Assistant Professor
University of North Carolina at Greensboro

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.,
Associate Professor
University of Illinois at Chicago

Jennifer Cohen, Ed.D.,
Associate Professor
University of Illinois at Urbana-Champaign

Hilary Conklin, Ph.D.,
Associate 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

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

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

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

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

Horace Hall, Ph.D.,
Associate Professor
University of Illinois at Chicago
Stephen Haymes, Ph.D.,
Associate Professor
Miami University of Ohio

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 Professor
Northcentral University

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

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

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

Sr. Mary Paul McCaughey, M.S.
Term Faculty
University of Notre Dame

Rebecca Michel, Ph.D.,
Assistant Faculty
Old Dominion University

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

Karen Monkman, Ph.D.,
Professor
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 Faculty
University of Rochester

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

Gonzalo Obeillero, Ph.D.,
Term Faculty

Teaching College at Columbia University

Melissa Ockerman, Ph.D.,
Associate 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

Prem Pahwa, M.A.,
Term Faculty
University of Chicago

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

Miranda Parries, Ph.D.,
Term Faculty
Old Dominion 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

Linsey Sabelny, Ph.D.,
Assistant Professor
Ohio State University

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

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

James J. Seri, M.S.,
Professor Emeritus
University of Wisconsin

Sonia Soltero, Ph.D.,
Associate Professor
University of Arizona
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
Director of Advising and Licensure Officer

Stephanie Berryhill
Academic Advisor

Kevin McCann
Academic Advisor

Brandon Washington
Academic Advisor

Sandra Tanksley
Advising Assistant

Academic Success Center

Nora Murphy
Coordinator/Director

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 TAP, Content Area, 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 certification 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.

Undergraduate Inter-College Transfer (ICT)

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

**Request to Register for More than 20 CREDIT HOURS (Undergraduates only)**
For consideration of this request, you must have a 3.0 cumulative GPA, have successfully completed at least 44 credit hours, and have successfully completed 4 courses the previous quarter. DEADLINE: Last day to add classes deadline.

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

**Undergraduate Academic Standing**
In order to receive advanced standing, undergraduate students 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.

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

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.

**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, and meet the degree conferral application deadline for the quarter in which he or she wants the degree to be conferred.

- Fall quarter deadline is October 1;
- Winter quarter deadline is January 15;
- Spring quarter deadline is February 1; 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
- Suma 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.

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

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

**Student Teaching in Your Own Classroom Request**

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

**Student Teaching Requirements**

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

**Waiving Student Teaching Requirements**

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

**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://www.depaul.edu/university-catalog/undergraduate-core/liberal-studies-program/Pages/default.aspx) to meet their general education requirements. However, students accepted into the Honors Program (https://www.depaul.edu/university-catalog/undergraduate-core/honors-program/Pages/default.aspx) 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 110</td>
<td>HONORS DISCOVER CHICAGO</td>
<td>4</td>
</tr>
<tr>
<td>or HON 111</td>
<td>HONORS EXPLORE CHICAGO</td>
<td></td>
</tr>
<tr>
<td>HON 100</td>
<td>RHETORIC AND CRITICAL INQUIRY</td>
<td>4</td>
</tr>
<tr>
<td>HON 101</td>
<td>WORLD LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>HON 102</td>
<td>HISTORY IN GLOBAL CONTEXTS</td>
<td>4</td>
</tr>
<tr>
<td>HON 104</td>
<td>RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>HON 105</td>
<td>PHILOSOPHICAL INQUIRY</td>
<td>4</td>
</tr>
</tbody>
</table>

**Language Requirement**

- Three courses of intermediate or advanced language study.

Students who meet the proficiency requirement by placing at the 200-level of a language may consult with an Honors advisor for alternative 3-course sequence options to fulfill the language requirement. Language majors must fulfill the Honors language requirement with an alternate approved 3-course sequence.

**Science Requirement**

- Two courses:
  - HON 225 (not a Biology section)
  - 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.

**Junior Seminar**

- HON 301

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 301.

**Senior Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 350</td>
<td>HONORS SENIOR SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>HON 351</td>
<td>HONORS SENIOR SEMINAR IN SERVICE LEARNING</td>
<td></td>
</tr>
<tr>
<td>HON 395</td>
<td>HONORS SENIOR THESIS</td>
<td></td>
</tr>
</tbody>
</table>

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.
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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Quarter Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 100</td>
<td>RHETORIC AND CRITICAL INQUIRY</td>
<td>4</td>
</tr>
<tr>
<td>HON 350</td>
<td>HONORS SENIOR SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>HON 351</td>
<td>HONORS SENIOR SEMINAR IN SERVICE LEARNING</td>
<td>4</td>
</tr>
<tr>
<td>HON 395</td>
<td>HONORS SENIOR THESIS</td>
<td>4</td>
</tr>
</tbody>
</table>

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, Schmitt Academic Center 481, 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 ten areas of study. Students may be eligible for the following endorsements upon completion of the respective programs:

- Early Childhood Education (birth-3)
- Elementary (K-9) Teaching
- General Administrative/Principal
- Learning and Behavioral Specialist I (K-12)
- Physical Education (K-12)
- Reading Specialist (K-12)
- School Counseling
- Secondary (6-12) Teaching
- Superintendent
- World Language (K-12)

Please note that state licenses include requirements beyond program requirements. For teaching licenses three tests are required: a Test of Academic Proficiency (TAP), a test of Content Area knowledge, and an Assessment of Professional Teaching (APT). For other areas a test of Content Area knowledge is required. The tests are given by the State of Illinois at regularly scheduled times each year. Students are advised to confer with program faculty or the academic advisors for further information.

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 Type 75 certificate
- Two years of documented administrative experience while holding the Type 75 general administrative certificate.
- Successful pass score on the ISBE Superintendent’s exam

**Evaluation and Credit**

**Auditing Courses**

Students cannot audit courses that are part of their degree or 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.
Teaching & Learning Induction Coursework
All T&L graduate students are required to complete their Teaching & Learning (T&L) induction coursework through the DePaul University College of Education. The only exception to this policy is demonstration of out-of-state residency.

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), an Ed.D. degree is earned. In order to have your degree conferred (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 conferred through Campus Connection. Students must submit a separate application to participate in the June graduation ceremony.

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

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

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

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

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

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

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

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

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

Middle School Math Program
• M.S. 4.0 GPA

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

Social and Cultural Foundations in Education Program
• M.A. Distinction based on recommendation for distinction from the 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.)
The Successful completion of a dissertation distinguishes those students at this highest level of their educational careers. The doctoral program does not offer a formal distinction beyond this accomplishment.

Honors at Commencement Ceremony
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 quarter hours of coursework. Completion of a dissertation and an oral defense before a committee of three faculty members are included in the requirements that lead to a Doctor of Education degree.

Please consult specific programs for complete degree requirements.

**Student Teaching**

**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 extension 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.

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

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

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

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

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

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

**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.
Withdrawing 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 (https://catalog.depaul.edu/university-catalog-archive/2019-2020/search/?P=TCH%20320/), 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 at https://education.depaul.edu/admission-and-aid/graduate-admission/admission-requirements/Pages/default.aspx (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 $40 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 who 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.