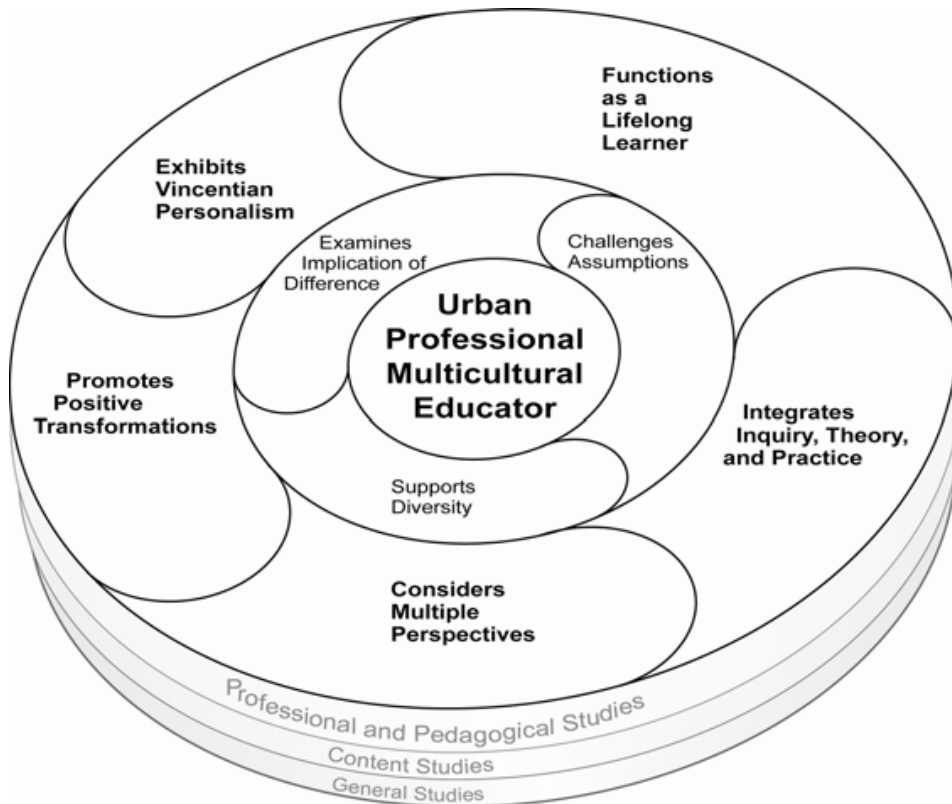


DePaul University

Professional Education Unit College of Education

Student Handbook

Social and Cultural Foundations in Education Master's Program



2013-2014

College of Education
Department of Educational Policy Studies and Research

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College of Education
Department of Educational Policy Studies and Research

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Historical Perspective

DePaul University was founded as a small liberal arts college, then called St. Vincent College, in 1898 by the Congregation of the Mission (Vincentian Fathers). In 1907, the State of Illinois issued a charter to DePaul University, the first Catholic university in Illinois with admission and hiring policies having no religious provisions. Traditionally, the University President has always been a member of the Congregation of the Mission.

Today, DePaul is a leading, comprehensive, urban institution of higher learning and the largest Catholic university in the United States. It has nine Schools and Colleges: the Colleges of Liberal Arts and Sciences, Commerce, Law, and Computer Science and Information Systems; the College of Education, Schools of New Learning, Theater and Music and Barat College at DePaul. DePaul serves over 20,000 students in day and evening programs. The academic administration of the University is headed by the Executive Vice President for Academic Affairs and the Deans of the various colleges and schools.

DePaul University established the College of Education in 1962. It currently serves nearly 2,300 students, preparing educators at both the graduate and undergraduate level in a variety of programs. The administration of the College is headed by the Dean, an Associate Dean for Academic Programs, an Assistant Dean for Student Affairs, and an Assistant Dean for Field Experiences. The SOE currently has 11 academic programs. Five of these programs lead to initial teacher certification (elementary, childhood, elementary, secondary, and special education) are offered at both the graduate and undergraduate level. In addition, the College has six advanced master's degree programs: Bilingual/Bicultural Education, Curriculum Studies, Educational Leadership, Human Services and Counseling, Language, Literacy, and Specialized Instruction, and Social and Cultural Foundations in Education. A Doctoral degree (Ed.D.) is also available with two strands: Educational Leadership and Curriculum Studies. Additionally, the College of Education jointly administers an undergraduate program in music education with the School of Music.

College of Education Mission Statement

The mission of the College of Education is closely aligned with the urban, Catholic and Vincentian mission of DePaul University. The College is committed to the preparation of urban, professional multicultural educators.

College of Education
Department of Educational Policy Studies and Research

Goals

In order to fulfill its function, the College of Education adopts the following goals (which encompass the traditional areas of teaching, scholarship, and service):

- To prepare professionals to work in schools, and in settings which support the work of schools.
- To provide practicing professional educators with degree programs, in-service programs, and other opportunities to develop advanced skills.
- To provide the University community, professionals in related fields, and the public-at-large with programs and other opportunities for them to examine educational issues in a larger social and cultural context, and with the perspective of life-long learning.
- To promote scholarly activity which may lead to the improvement of educational practices (e.g., quantitative and qualitative research, inquires leading to understanding and insights into current practices or changes in education, projects resulting in innovation or improvement in schools, or collaborative endeavors with professionals in schools).
- To sponsor programs of service to children and youth, as well as their families and communities, and to collaborate with private and public agencies in formulating and delivering these services.

The faculty, staff and administration welcome you to DePaul University and the College of Education. We are pleased that you have chosen DePaul and will do our best to ensure that your experiences here are of the highest quality. This handbook is intended as an aid to College of Education students, especially those new to DePaul. You will find answers to many of your questions here, but often the information given will lead you to people and places where your questions can be answered in further detail. You should also review the College of Education Website, the Student Handbook, the Course Catalog, and Campus Connection for more information.

Unit Conceptual Framework

Overview

The conceptual framework is designed to encompass a variety of academic programs that prepare teachers, school counselors, and academic leaders. It incorporates the University mission, the College of Education mission, and the ten University Learning Goals. The College’s theme—Urban Professional Multicultural Educators—is a clear articulation of the University’s and the College’s commitment to the values, diversity, and transformation of urban educational institutions. While all forms of literacy are important to the transformation of individuals and educational institutions, computer literacy poses a particular challenge, especially the bridging the access equity gap, or ‘digital divide’.

The Unit’s conceptual framework was first developed in 1991 to embody an existing shared vision of education and preparation of education professionals. Since then, two significant modifications have been made. First, the word ‘multicultural’ was added to the theme and to the framework: DePaul prepares Urban Professional *Multicultural* Educators, who examine the implications of difference, challenge assumptions, and support diversity. This change, which was not so much a new direction as it was a clarification and amplification of existing philosophy and goals, was made to better reflect the Unit’s shared commitment to diversity. Second, when the University adopted a set of learning goals for all students, these were incorporated into the framework. The Unit had previously conceptualized lifelong learning as part of promoting positive transformation; however, with the new University focus, the model was expanded to highlight and incorporate these learning goals.

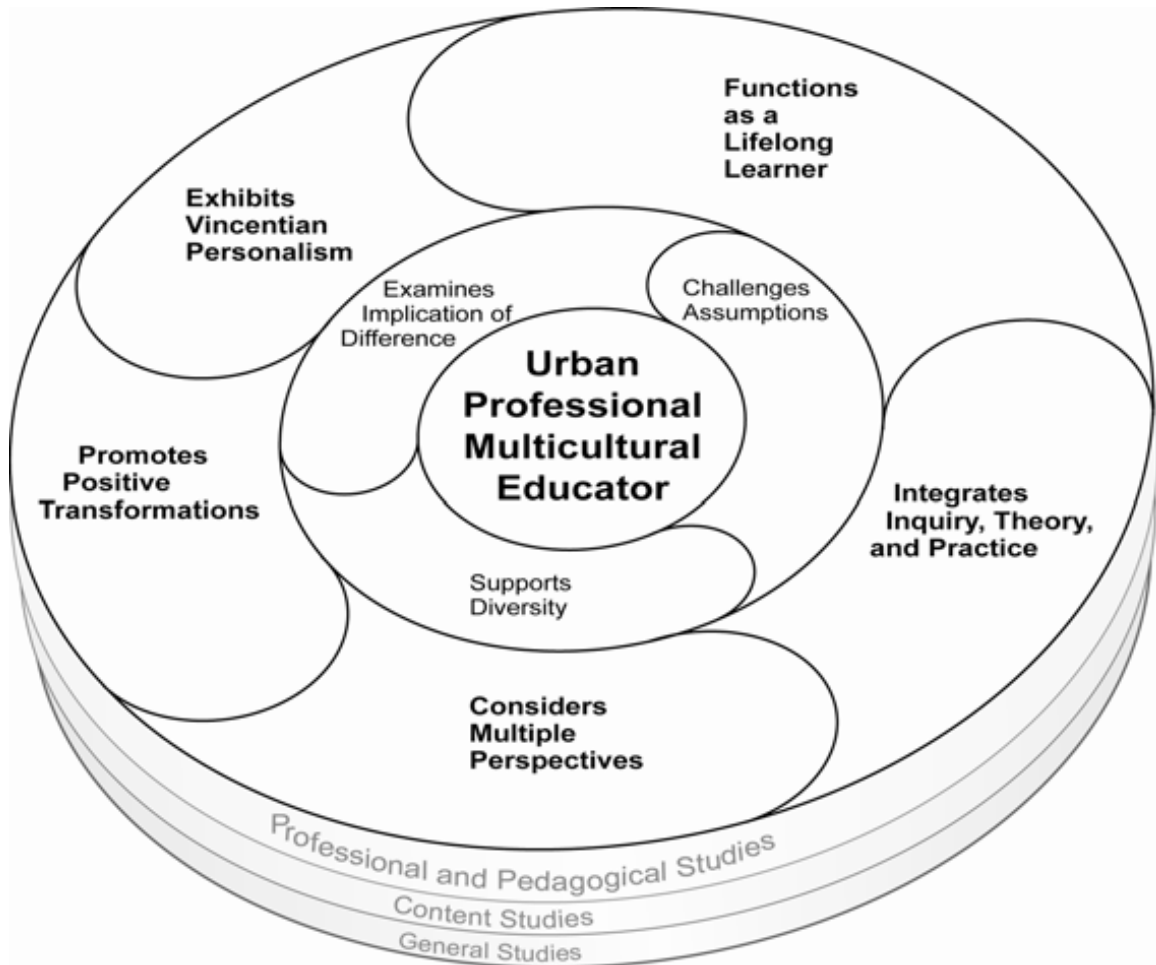
The graphic model and the supporting knowledge base have been revised several times. The knowledge base was updated in the spring 2002. Then, in the fall of 2002, the faculty discussed the model and agreed to add the element of “inquiry” to the framework again to clarify and amplify our existing philosophy and goals. The knowledge base was revised accordingly. The conceptual framework is formally reviewed every five years as part of the overall Unit Assessment Plan.

The conceptual framework is regularly shared with new faculty, professional in the field, principals, cooperating teachers, research and grant partners, and the public, as well as with other units in the University, primarily through our webpage as well as a one-page handout that summarizes the model and the key points of the framework. Candidates (and prospective candidates) learn of the framework in multiple ways: webpage, orientations, class discussions, handouts, syllabi, etc.

The College Develops educators who:

- Promote and support diversity
- Promote positive transformations
- Integrate inquiry, theory, and practice
- Consider multiple perspective
- Exhibit Vincentian personalism
- Function as life-long learners

THE URBAN PROFESSIONAL MULTICULTURAL EDUCATOR



DISPOSITIONS FOR ALL CANDIDATES

Urban Professional Multicultural Educators possess a number of values, beliefs, and attitudes that are central to their practice. The faculty expects you to develop these attitudes as you progress through your program. The points below are representative of (but not limited to) the values, beliefs, and attitudes that are central to your development as an Urban, Professional, Multicultural Educator. Assessment of attitudes is built into a number of different instruments that have been designed to evaluate your performance in your program.

Support Diversity and Multiculturalism (challenges assumptions, examines implications of difference, supports diversity)

- Examines own relationships and expectations of children and youth in light of your beliefs and assumptions about those who are different in race, culture, gender, or economic status
- Believes that all students can learn and persists in helping all students achieve success

Promotes Positive Transformation (in individuals, schools, communities)

- Works to develop schools and classrooms that reflect principles of democracy, equality, and social justice
- Works to remove barriers to individual and group expression of difference and diversity

Exhibits Vincentian Personalism (service oriented, socially responsible, collaborative, ethical)

- Exhibits special concern for those who are in need and/or marginalized in society
- Is committed to treating every individual with fairness, equity, and dignity

Considers Multiple Perspectives (educators, learners, content, contexts)

- Sees the values of considering the dynamics operating among educators, learners, content, and contexts when planning learning experiences or making educational decisions
- Sees the values of considering multiple theoretical perspectives when analyzing educational issues

Integrates Inquiry, Theory, and Practice (critical/creative thinking, pluralistic, self-reflexive)

(Note: critical/creative thinking includes integrating knowledge, making reflexive judgments, identifying significant ideas and underlying assumptions)

- Exercises sound judgment when making educational decisions and/or interacting with students
- Continually reflects on and evaluates the effects of your teaching

Functions as Life Long Learner (mastery of content, articulate communication, goal directed, historical consciousness, aesthetic sensitivity, multiple literacies)

- Works to increase understanding of the concepts, methods, and ways of knowing within your discipline/content area
- Nurtures an appreciation of the humanities, arts, sciences, and technologies as a foundation for life long learning

College of Education
Department of Educational Policy Studies and Research

DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND RESEARCH (EPSR)

Mission Statement

The Department of Education Policy Studies and Research (EPSR) studies the complex, dynamic interplay between the individual, society and sociocultural processes that unfolds in multiple educational contexts. It offers the examination of educational theories, policies, institutions, and human development across the life span. EPSR represents the foundational disciplines of history, philosophy, psychology and sociology as they relate to education. It also considers debates about investigative methodology in education, and the contributions of research to the understanding of educational and social problems. Accordingly, its courses examine questions of disciplined inquiry, theoretical discourse, educational and social development, inequality, economic and political change, and cultural identity in relation to schools and related sites of learning. The study of these issues is informed by an ethical disposition that features the critical examination of the role of education in the quest for social justice. The Department provides disciplinary and research course work for students in other programs of the College, while also preparing students from EPSR for positions in, for example, service organizations, adult education and training, cultural institutions, as well as for a career in basic research or advance graduate study.

MASTER'S PROGRAM

Master's Degree Program in Social and Cultural Foundations of Education

The Master's Degree Program in Social and Cultural Foundations in Education is an interdisciplinary academic program designed to appeal to students seeking alternatives to more specialized or technical programs of study in education. This program is designed to attract teachers, administrators, and individuals with bachelor's degrees who have broad interest in educational issues but may not be professional educators. The program anticipates that students pursuing this degree will come from a variety of professional backgrounds involving different forms of educational work in media foundations, museums, community organizations, labor unions, higher education, K-12 and other sites. Reasons for pursuing a Master's Degree in Social and Cultural Foundations in Education include personal and professional enhancement, research for private foundations, adult education and training, and preparation for doctoral work for a university teaching career.

The Master's Degree program provides students the opportunity to study education, not only as schooling, but broadly as a dynamic cultural and political force that unfolds in a wide range of shifting and overlapping sites of learning. Students will consider education as a dynamic process that shapes social identities and social life; as well as the learning and values and beliefs, all of which are central to how people make cognitive and emotional investments and act in the world. In this context, students investigate the pedagogical and cultural conditions necessary for supporting the flourishing of human agency and the redefinition of human engagement in social life.

The EPSR faculty brings expertise from a variety of disciplines and fields: the sociology of education, the philosophy of education, the history of education, the psychology of education/human development, critical pedagogy, cultural studies, feminist studies, urban studies, critical race studies, research methods and more. The faculty also has a diverse range of interests in areas such as: globalization, social theory and social construction of knowledge; the role of education in the production (and disruption) of inequalities of race, gender, class, sexuality and language; social situated theories of learning and teaching; the role of education in the construction of cultural and social identities.

Given the disciplinary and interdisciplinary approaches to the study of education in this degree program, students have the opportunity with the approval of their faculty advisor to take 24 hours of elective courses outside of the Social and Cultural Foundations in Education program as well as the College of Education. Choices of electives include, but are not limited to, courses in departments and programs such as Communications, Philosophy, and Women's Studies, American Studies, International Studies, Public Policy and Sociology.

Master's Degree Requirements

There are two program options for completion of the SCFE Master's Degree. For the first option (Thesis Option) a total of 52 quarter hours or 13 courses including thesis are required for completion of a Master of Arts in Social and Cultural Foundations in Education. Students have 20 quarter hours or 5 courses of electives that are to be completed outside of the Social and Cultural Foundations in Education program (SCFE). Of the 20 quarter hours of 5 courses of electives, 8 quarter hours or 2 courses are to be completed in the College of Education but outside the SCFE program, and 12 quarter hours or 3 courses outside of the College of Education. For students wanting flexibility, course electives can be tailored to address professional and research issues and interests. And for those students wanting more structure, they can cluster their course electives to pursue, for example, a focus related to curriculum studies, educational leadership, human development and learning, or public service. However, the 20 quarter hours of elective courses are to be determined in consultation with the Faculty Advisor. During the Spring Term of their first year all students will be required to attend a mandatory advising session, date to be determined by the program faculty each year, at which they will present to their Advisor a program plan outlining all elective courses to be taken and a proposed thesis topic. This plan must be signed off on by the Faculty Advisor in advance for any elective course work to count toward the required 20 hours. The Advising form for this can be found on page 16 of this handbook. In addition to core courses and electives, 4 quarter hours or one course is required for the completion of the master's thesis. Students choosing this option will receive the MA Degree.

The second option for completion of the SCFE Master's Degree (Capstone Option) requires completion of all of the aforementioned elements; however, instead of completing a Master's thesis with the corresponding thesis course, students choosing the second option will be required to complete two additional elective courses (8 additional credit hours) and a capstone paper (with the corresponding no credit hour Capstone course) for a total of 56 quarter hours or 15 courses (again, including the no credit hour Capstone course). The additional electives must not include any courses that count towards teacher certification. The topic of the capstone paper will be designed by the student in consultation with a faculty advisor. Students choosing this option will receive the MEd Degree.

College of Education
Department of Educational Policy Studies and Research

Course Sequence Schedule

During a student’s time in the SCFE Master’s Program, they will complete 2 years of core and elective coursework. The core courses in the program are offered every other year, as such students will complete them in alternating order depending on the year they begin the program. The core courses consist of theoretical and research courses. The theoretical core courses provide students the chance to critically inquire and elaborate on ideas as well as provide the opportunity to begin developing a conceptual and theoretical framework for their master’s thesis project. Research inquiry core courses give students the opportunity to begin deciding on the research methodology or methodologies appropriate for their mode of inquiry regarding their master’s thesis project. **Students can begin taking elective courses as soon as they have room in their schedule, so long as it does not interfere with completing the core courses in the sequence outlined. Students must receive written approval from their faculty advisor for any electives chosen in advance of registering for the course.**

Year 1 of 2 – First or Second Year:

Fall Quarter	Winter Quarter	Spring Quarter	Summer First Year
SCG 603 Proseminar: Culture and Education (4hrs.)	SCG 604 Proseminar: Identity: Constructions and Negotiations (4hrs.)	SCG 611 Proseminar: Philosophical Studies in Education, Culture and Ethics (4hrs.)	Elective(s)
Elective(s)	Elective(s)	Elective(s)	Elective(s)

Year 2 of 2 – First or Second Year:

Fall Quarter	Winter Quarter	Spring Quarter	Summer First Year
SCG 527 Global Issues in Education (4hrs.)	SCG 608 Proseminar: Ideology, Power, and Politics (4hrs.)	Elective(s)*	Elective(s)
SCG 610 Introduction to Research: Issues and Methodologies (4hrs.)	SCG 635 Advanced Qualitative Research (4hrs.)	Elective(s)	Elective(s)

*** It is strongly advised that Students select a thesis chair or capstone advisor no later than this quarter.**

College of Education
Department of Educational Policy Studies and Research

Course Registration

Registration for SCFE Master's core courses is different from regular registration. Each term a list of current SCFE students and DePaul ID numbers is given to the College of Education Advising Office. The students on the list are granted access to registration for SCFE core courses. Only active SCFE students are able to register for SCFE core courses without special permission. At this time all students will be required to register themselves for all core courses for the given term. If a student has special circumstances and cannot register for all cores offered in a term, this must be discussed with and approved by that student's SCFE faculty advisor prior to the start of the term.

Elective course registration is the same for all College of Education students. The directions for this can be found in each student's acceptance paperwork. However, SCFE students can begin taking elective courses as soon as they have room in their schedule, as long as it does not interfere with completing the core courses in the sequence outlined. Students must receive written approval from their faculty advisor for any electives chosen in advance of registering for the course. SCFE students are required to submit a copy of this written approval to the SCFE program advisor (presently Brandon Washington, bwashin3@depaul.edu), and the SCFE administrative assistant (presently Nicole Nudo, nnudo@depaul.edu) for notation to their official records.

Thesis Option

Under this plan, the student prepares a thesis, which can either be empirical research involving field-based data collection or a comprehensive synthesis and analysis of the scholarship on an issue, problem, or question. Thesis research is grounded in relevant research and makes a unique contribution to literature in the field, is time and labor-intensive, and generally in the realm of 50 – 60 pages in length. Before beginning work on the thesis, the student must obtain approval of the subject and general plan from their Thesis Advisor. The Thesis Advisor must be an EPSR faculty member (and not necessarily the originally assigned faculty Advisor). The thesis committee must consist of the Thesis Advisor, and two additional faculty, either of whom can be affiliated with DePaul or another institution. It is advised that students select their thesis chair no later than the spring quarter of the second year.

The College of Education Thesis Handbook outlines the policies and procedures needed to successfully satisfy the thesis requirement. The College of Education Thesis Handbook can be obtained from the Department of Educational Policy Studies and Research office or online at education.depaul.edu/_downloads/forms/COE_MA_Thesis_Handbo.pdf.

College of Education
Department of Educational Policy Studies and Research

Capstone Option

Under this plan, the student completes a capstone paper, rather than a thesis, and takes an additional two elective courses (inside or outside of the College of Education) that will be determined in consultation with the student's faculty Advisor. Upon completion of all coursework, the student will work with a Capstone Advisor to discuss possible paper topics. The capstone paper can either be empirical research involving field-based data collection or a synthesis and analysis of the scholarship on an issue, problem, or question, and is generally in the realm of 20 – 25 pages in length. The Capstone Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). Students are strongly encouraged to speak with their selected Capstone Advisor no later than the beginning of their second year of coursework. The form required to register for the Capstone Course can be found on page 19 of this handbook.

Students must choose an accepted bibliographic citation format (e.g., usually APA or University of Chicago, MLA) that must be consistently applied throughout. Students having difficulties with formal academic writing are encouraged to seek assistance at the COE Academic Success Center, a free resource for COE students.

Additional Information Related to Thesis & Capstone

Research and the Institutional Review Board

All research involving human subjects must be reviewed and approved by the Institutional Review Board. Students are responsible for obtaining IRB approval for both the thesis and capstone options. For students choosing the thesis option, the IRB application is submitted at such time as they successfully defend the thesis proposal. For students choosing the capstone option, an IRB application is submitted at such time as their advisor approves their topic. Prior to submitting the IRB application, an on-line research module must be completed. The IRB application and other related information is available on the DePaul IRB website, http://research.depaul.edu/IRB/IRB_Home.html. Students should allow 30 days at a minimum for the IRB review process.

Distinction and Deadlines

Distinction is only offered to students completing the MA Thesis. It is not available for students completing the MED Paper. Upon the recommendation of the thesis committee, the committee chair will then recommend the thesis for distinction and forward it to the College of Education Distinction Committee for review. In order for a thesis to be awarded distinction, it must be exceptional in terms of the criteria for passing and in addition, must demonstrate the following: comprehensive review, synthesis, and analysis of literature; integration of literature, findings, and analysis; creativity and originality and, is of publishable quality. Deadlines for submission of theses being considered for review by the COE Distinction Committee is one month prior to the end of the quarter (fall, winter, spring) and one week before the end of summer sessions I and II.

Course Descriptions

SCG 588 Independent Study

Students wishing to enroll in an independent study must have authorization from faculty personnel who will supervise their study before registration

SCG 527 Global Issues in Education

Studies of school systems outside the United States, their methods, curriculum and achievements.

SCG 625 Student in Good standing

Students must register for SCG 625: Student in Good Standing after they complete all their core course requirements and electives. Students now will self-register online for SCG 625. Also, SCG 625 is not a credit course but simply allows students university privileges, e.g. library. Students will register for SCG 625 each quarter up until the quarter they defend their thesis paper.

SCG 603 Proseminar: Culture and Education

This course focuses on the relationship between education, pedagogy, and theories of culture framed by a concern for social justice. Topics may include the pedagogical and political dimensions of popular culture, questions of knowledge production the relationship between knowledge and power and the political economy of culture production.

SCG 604 Proseminar: Identity: Construction and Negotiations

This course examines identity construction in educational contexts. Drawing on theoretical frameworks in the sociology of education, postmodernist, feminist, and critical theories of education, cultural studies and literature, this course will explore identity as complex and multifaceted. It explores relations of class, race, ethnicity, gender and sexuality and the implications of sociality for contemporary education.

SCG 608 Proseminar: Ideology, Power and Politics

This course examines how power operates pedagogically and how domination and resistance get shaped in education. It considers power relations in society and how these power relations enter into educational discourse and practice. It also explores ways in which power produces various educational practices and ways in which power gets psychically configured. Students will examine major theories of power, analyze race, ethnicity, gender, class and sexuality as systems of power and consider the educational implications of such an analysis.

SCG 610 Introduction to Research: Purposes, Issues and Methodologies

This course will examine the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading and the use of educational research as a means for informing educational theory, practice and policy. Students will be exposed to the multiple frameworks which inform educational research, the various methodologies employed in collecting and analyzing data and will examine the advantages, limitations and values implicit in conducting a devaluating research. Students will also begin exploring possible thesis topics as they begin defining their particular research focus.

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SCG 611 Proseminar: Philosophical Studies in Education, Culture and Ethics

This course studies questions related to, for example, the necessary conditions of a radical humanistic education, the relation between theory and practice, the relationship between individual and institutions/society, the role of education in the struggle for social justice, the role of aesthetics in human development and projects of political emancipation, the dialects of history and experience in the development of liberatory ideas, and the moral and ethical dimensions of education. In addressing these questions special attention will be given to critical race philosophy and its contribution to educational philosophy, theory and policy.

SCG 615 Special Topics in Social and Cultural Foundations in Education

This course will provide students with an opportunity for critical examination of issues in the social and cultural foundations of education. Topics could include: educational theory; social context of education; education and social justice; education and social transformation; educational policy; and issues in educational reform.

SCG 635 Advanced Qualitative Research Methodologies

This course extends the fundamental principle of educational research first introduced in SCG 610. It provides students with theoretical and practical preparation in conceptual issues in qualitative research and research design. Students will explore a variety of methodological approaches to interpretive inquiry in social science research, research design; methods of data collection, research ethics and critical analysis. This course will prepare students to undertake the capstones master's thesis requirement.

SCG 636 Master's Thesis Course

The master's program has its own thesis course number (SCG 636). The quarter that a student defends their thesis, the student must register for SCG 636 Master's Thesis Course by completing and having their thesis chair sign the Thesis Course Request form.

SCG 637 Capstone: Social and Cultural Foundations in Education

The SCFE Capstone allows students to explore substantive areas of scholarship within their areas of interest and to create a final project or paper of their own design under the mentorship of a faculty member in the program. The Capstone is an opportunity to engage in a synthesis of what has been learned through coursework, and to integrate and compare knowledge gained from students' own research with that which was learned in the program. The capstone course will involve the preparation of a substantive piece of work.

Upon completion of all course work, students enrolled in this course will select and work with a Capstone Advisor (a faculty member in the SCFE program) to discuss possible paper topics. The paper will generally consist of library-based research and will typically be 20-25 pages in length.

College of Education
Department of Educational Policy Studies and Research

Electives

Over the course of the program students will be required to enroll in five to seven elective courses (depending on their thesis/capstone option), with at least two of them being SOE courses and at least three being non-SOE courses, selected from subject areas such as:

- Philosophy
- Women's Studies
- American Studies
- Sociology
- International Studies
- Political Science
- Geography
- History
- Religious Studies
- Communications

DEPAUL UNIVERSITY ~ COLLEGE OF EDUCATION

SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION MASTER'S
PROGRAM

ADVISING FORM

Name: _____ Start Date: _____

DPU ID#: _____ Advisor: _____

Advising Session Date: _____ Advisor Signature: _____

Theoretical Core Courses [20 Hrs.]

Date/Completed

SCG 527 Global Issues in Education _____

SCG 603 Proseminar:
Culture and Education _____

SCG 604 Proseminar: _____
Identity: Constructions and Negotiations

SCG 608 Proseminar: _____
Ideology, Power, and Politics

SCG 611 Proseminar: _____
Philosophical Studies in Education,
Culture and Ethics

**College of Education
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Research Inquiry Core Courses [8 Hrs.]

Date/Completed

SCG 610 Introduction to Research _____

SCG 635 Advanced Qualitative Research Methodologies

Elective Courses [20 Hrs.]

College of Education Electives [8 Hrs.]

Date/Completed

Non-College of Education Electives [12 Hrs.]

Date/Completed

MA Option 1

Master's Thesis [4 Hrs.]

Thesis Chair: _____

Committee Member (optional): _____

Committee Member (optional): _____

**College of Education
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Thesis Topic:

MEd Option 2

**Two Additional Elective Courses [8 Hrs.]
Date/Completed**

<hr/>	<hr/>
<hr/>	<hr/>

Final Paper Topic:

**College of Education
Department of Educational Policy Studies and Research**

Degree Conferred: _____

Additional Information

Transfer Courses

Date/Completed

_____	_____
_____	_____
_____	_____
_____	_____

Certification

Date/Completed

_____	_____
_____	_____
_____	_____
_____	_____

College of Education
Department of Educational Policy Studies and Research

DePaul University
College of Education
SCFE Master's Program Capstone Course Request Form

TERM: Autumn____ Winter____ Spring____ Summer I____ Summer II____

ACADEMIC YEAR:_____

STUDENT INFORMATION:

Last Name First Name Middle Initial

DePaul ID Number

Home Phone

Work Phone

E-mail

Student Signature

Date

REGULATIONS:

1. Must be submitted to the EPSR Administrative Assistant (copy will be made and original submitted to the SCFE Thesis/Capstone Academic Advisor).
2. Must have Capstone Advisor's signature to be valid.
3. Applies only to the quarter and academic year indicated above.

Capstone Advisor (Please Print)

Signature of Capstone Advisor

Date

PROCEDURES AND POLICIES

All Procedures and Policies referenced in this section can be found with explanation in greater detail by <http://www.depaul.edu/university-catalog/academic-handbooks/Pages/default.aspx>.

Registration

<http://offices.depaul.edu/depaul-central/academics/registration/Pages/default.aspx> Registration can be processed via the Internet for all students. The web registration system occurs through Campus Connection. Graduate students are eligible to register via Campus Connection web registration during the first quarter. Once students are eligible, all of their course registration transactions must be conducted on the system. DePaul implemented Campus Connection web registration to simplify the registration process and offer students a convenient way to register for courses. Campus Connection web registration allows students to communicate directly with the University computer any time the system is no open to drop and add course, confirm class schedules, and locate classroom assignments.

Campus Connection web registration is available at the following address:

<https://campusconnect.depaul.edu>

I.D./Password Help Line: 312-362-8765

Students should consult with the program faculty and the University Course Schedule to determine the courses for which they should register. Registration information, such as registration days and times, can be found online by logging on to Campus Connection. Questions or problems with registration may be directed toward the Academic Resource Center.

Student in Good Standing

Students who have completed all coursework, and are working on master's papers or a master's thesis must register as a student in good standing each quarter until the research is completed. This non-credit, upgraded registration provides students with an active student ID and access to all DePaul facilities and services such as the library. There is a small fee for registration. Register for the student in good standing, using the letter code of your program (A&S, BBE, SCG, etc.). Register only when all other coursework is completed. Registration request form and information sheet: http://education.depaul.edu/downloads/forms/600_625_700_Registra.pdf.

Tuition, Payment Policy and Billing

<http://offices.depaul.edu/student-financial-accounts/Pages/default.aspx> As soon as there is registration activity on a student's account, a bill is generated. Bills are printed and mailed several times during the academic term and can also be accessed by logging on to Campus Connection. Payment must be made by the published due date to avoid delinquency fee assessment regardless of whether or not a bill is received. If a bill is not received please contact Student Accounts via phone, (312) 362-6628, or Campus Connection, for information relative to charges due. Tuition is due immediately for registration and enrollment changes made after the tuition due date. For more information about the Tuition Payment and Billing Policy please visit Student Accounts, <http://offices.depaul.edu/student-financial-accounts/Pages/default.aspx>.

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Enrollment Changes

To make a change in class schedules, students must use Campus Connection web registration. Even changing the time of a course requires a drop and add to be processed. Questions or problems with enrollment changes may be directed to the Advising Center, the SCFE Master's Academic Program Advisor, or the EPSR Department Administrative Assistant. Please visit <http://offices.depaul.edu/oaa/academic-calendar/Pages/Full-Year.aspx> for the last dates to add, drop course with 100% tuition reimbursement and drop courses with no tuition reimbursement.

Adding a Closed Course

The College of Education follows the university online waitlist procedure: <http://offices.depaul.edu/depaul-central/student-resources/faq/Pages/waitlist-waitlist.aspx>. Please visit the appropriate school/college to find out the procedure for adding a non -College of Education closed course.

Withdrawal from a Course with Full Tuition Reimbursement

<http://offices.depaul.edu/oaa/academic-calendar/Pages/Full-Year.aspx>
<http://offices.depaul.edu/student-financial-accounts/faq/Pages/withdrawal.aspx> Students must drop a course prior to the date posted in the course schedule in order to receive full tuition reimbursement. Courses can be dropped via Campus Connection. DePaul refunds either 100 percent of tuition or 0 percent. There is no sliding scale for tuition reimbursement. If a course is dropped on or before the posted date, full reimbursement is received. If dropped after the date, no reimbursement is received. **Not attending a course WILL NOT officially drop a student from the course. Students are still responsible for tuition and will receive an "FX" grade, failure due to lack of attendance, for that course. The "FX" grade is scored in the grade point average the same as an "F."**

Withdrawal from a Course with No Tuition Reimbursement

<http://offices.depaul.edu/oaa/academic-calendar/Pages/Full-Year.aspx>
<http://offices.depaul.edu/student-financial-accounts/faq/Pages/withdrawal.aspx> Once the date to drop a course with full tuition reimbursement has passed, students may still withdraw from a course, but without a tuition refund. However, students may only withdraw until a certain point in the course schedule. Please check the course schedule for the last date to drop a course. **Not attending a course WILL NOT officially drop a student from the course. Students are still responsible for tuition and will receive an "FX" grade, failure due to lack of attendance, for that course. The "FX" grade is scored in the grade point average the same as an "F."**

Requesting a Retroactive Withdrawal from a Course

<http://offices.depaul.edu/student-financial-accounts/faq/Pages/withdrawal.aspx>
If the date to drop a course with or without a refund has passed and an SCFE student still would like to drop a course, they may request a retroactive withdrawal speaking with their assigned academic advisor regarding completion and submission of a Request for Exception to Academic Policy: http://education.depaul.edu/downloads/forms/Request_for_Exception5.pdf. Retroactive withdrawals are typically granted only in medical emergency and/or exigent circumstances. Along with the email message, students may be asked to submit any official proof of the situation such as a doctor's note. The request may be approved or denied. A tuition reimbursement may or may not be given if the request is approved. The College of Education will notify the student of the decision soon after the form is submitted.

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Withdrawing from the College of Education

<http://offices.depaul.edu/depaul-central/academics/registration/Pages/withdrawal-leave-of-absence.aspx>

Graduate students who would like to withdraw from the College of Education must submit a letter stating their name, DePaul University Identification Number, and the quarter in which the withdrawal begins. Please note that, although the College of Education will document the file as having withdrawn from the program, the student will remain active in the DePaul University system for up to one year submitting a withdrawal notification. Students are financially responsible for all courses for which they are enrolled. Not attending courses does not withdraw as student from the program.

Reclassification/Changing College of Education Graduate Programs

<http://www.depaul.edu/university-catalog/colleges-and-schools/education/academics/graduate/handbook/Pages/admission-readmission-and-reclassification.aspx>

Students may change from one advanced graduate program to another, but only by applying for reclassification. Admissions criteria differ from program to program, and students must be accepted in the new program before taking courses. Students are strongly encouraged to speak to a faculty member in the program of interest to discuss reclassification options. Graduate students who are interested in changing programs within the College of Education should contact Graduate Admissions for the COE at (773) 325-4405 or edgradadmissions@depaul.edu. Information can be found online at <http://www.depaul.edu/admission-and-aid/types-of-admission/graduate-student/Pages/education.aspx>). The student's file will be reevaluated to determine if the admission guidelines for the program for which s/he is applying are met. Additional documentation may be required. The student will receive a letter stating the status of the application once the file has been evaluated.

Readmission

<http://www.depaul.edu/university-catalog/colleges-and-schools/education/academics/graduate/handbook/Pages/admission-readmission-and-reclassification.aspx>

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.

Grade Changes

With the exception of incomplete or "R" grades an instructor may change a final grade that has been submitted only if a clerical error has been made, or if a successful grade challenge or a successful appeal of an academic integrity violation requires a change of grade. Grades should not be changed because of a reassessment of course work, the submission of extra work or by the retaking of an examination. In very rare cases an instructor may request to make a change of grade but it requires approval by a college-base Exceptions Committee.

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Incomplete Grades

A student must submit a formal request in writing to a faculty member for an incomplete grade to be assigned. The faculty member and student would then complete, and submit the appropriate paperwork for consideration to the appropriate administrative assistant (the assistant working with the department where the course is housed). The request must be approved by the department chair, and then submitted for consideration to the Associate Dean for the COE. All grades of Incomplete must be made up by the end of the second quarter following the term in which the incomplete grade was assigned all remaining incompletes will automatically convert to “F” grades. Note: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

Grade Challenges

<http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/grades-challenges-to.aspx> A student who is considering a grade challenge for a College of Education course must discuss the grade with the instructor before the end of the following regular term. Spring and Summer Quarter challenges must be made before the end of the Autumn Quarter. Only if the instructor is not at the university during the following regular term after the grade was issued, may the student proceed to challenge the grade without meeting with the instructor.

The student may then continue the challenge by submitting a written request to the Grade Challenge Review Committee in the College of Education Dean’s Office. This request must be submitted within the term following the award of the disputed grade. The Committee will review all requests and an action will be taken within two months.

Auditing Courses

Audited courses do not receive grades or earn course credit even though full tuition is charged. Due to the nature of course audits, College of Education students are not able to audit courses that are to be used to fulfill any College of Education degree requirements.

Transfer Credit/Course Substitutions

Graduate students are able to transfer in to their DePaul program up to 9 quarter hours from other colleges or universities. The Department Chair must approve all transfer credit. Please contact the College of Education for more information.

Grade Point Average

A student’s grade point average is computed by dividing the total number of quality points by the total number of credit hours attempted. The grade point average is calculated only upon grades earned at DePaul University. Graduate students must maintain a 3.0 GPA to remain in good standing.

Academic Probation/Dismissal

<http://www.depaul.edu/university-catalog/colleges-and-schools/education/academics/graduate/handbook/Pages/probation-and-dismissal.aspx>

A student in a Master’s Program whose GPA falls below a program’s minimum GPA requirement will receive a registration hold and be unable to register for classes. The student must meet with his or her academic adviser and make an appointment with the Academic Success Center to develop a plan for returning to good academic standing. Students who remain on academic probation for 3 consecutive quarters will be dismissed from the COE. Master’s students may

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appeal to the Chair of the Department in which their program is housed for re-admittance or may apply to another graduate program.

Doctoral students who are fully accepted into the program will be placed on probation if their grade point average falls below 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. The first assessment will occur at the end of 12 credit hours.

Students will remain on probation until four additional courses are taken at which time a new evaluation is done. If the grade point average is not raised students may be subject to dismissal from the College of Education.

Degree Conferral & Graduation

Upon successful completion of all requirements (courses, papers/thesis/capstone) a Master of Education or Master of Arts is earned. DePaul University officially posts degrees promptly after each term. **All students must apply for degree conferral**, even if not attending the commencement ceremony. Dates for degree conferral, and other FAQs can be found at

<http://offices.depaul.edu/depaul-central/student-resources/faq/Pages/degree-conferral.aspx>. Commencement requires a separate application

(<http://offices.depaul.edu/depaul-central/academics/steps-to-graduation/Pages/applying-for-graduation.aspx>). DePaul only has one graduation ceremony a year, which is held in June.

Students who have completed their requirements in the previous year are eligible to attend the ceremony.

Transcripts

<http://offices.depaul.edu/depaul-central/academics/records/transcripts/Pages/default.aspx>

A transcript is a comprehensive record of academic information that includes coursework, grades, credit hours, GPA and DePaul degrees earned. Official transcripts bear the official seal of the University and are **FREE**.

Grievance Procedure for the College of Education

The College of Education adheres to the guidelines and procedures of the DePaul University Student Handbook in matters dealing with:

- Student rights
- Student responsibilities
- Policies regarding grade challenges
- Procedures for filing a grade challenge
- Disciplinary procedures and other related matters covered in the handbook

The Student Appeals Committee receives requests for consideration of exceptions related to academic program requirements and to program processes and procedures such as admission to or dismissal from the program, admission to or dismissal from student teaching, and recommendation for certification. The Student Appeals Committee does not handle grade challenges. Grade challenges may be directed to the College of Education Grade Challenge Committee.

Appeals Related to Academic Requirements

Candidates in advanced master's or doctoral programs (Bilingual/Bicultural Education, Educational Leadership, Curriculum Studies, Human Services and Counseling, Language, Literacy and Specialized Instruction, Social and Cultural Foundations in Education) who want to request an exception for specific academic requirements must first consult the faculty advisor. If the issue is not resolved the candidate may then discuss the matter with the Department Chair

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(Department of Leadership in Education, Language, and Human Services or Department of Policy Studies and Research).

If the request is denied at the departmental level, then a formal appeal can be filed through the office of the Assistant Dean for Student Affairs. The formal appeal consists of a cover sheet, a written statement with a rationale for the requested change to program or process and any supporting documentation.

Appeals Related to Academic Process

Candidates in advance master's or doctoral programs (Bilingual/Bicultural Education, Educational Leadership, Curriculum Studies, Human services and Counseling, Language, Literacy and Specialized Instruction, Social and Cultural Foundations in Education) who want to request an exception to academic processes such as admission to or dismissal from a program, admission or dismissal from an internship, and recommendation for certification should contact the Chair of the Department in which the program is housed (Department of Leadership in Education, Language, and Human Services or Department of Policy Studies and Research).

If the request is denied at the departmental level, then a formal appeal can be filed through the Office of the Assistant Dean for Student Affairs. The formal appeal consists of a cover sheet, a written statement with a rationale for the requested change to program or process (i.e. Why are you, the candidate, asking for a different decision?) and any supporting documentation.

Academic Integrity Policy

<http://www.depaul.edu/university-catalog/academic-handbooks/graduate/graduate-academic-policies/Pages/academic-integrity.aspx>

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. To preserve the quality of education offered to students, the university is responsible for maintaining academic integrity and protecting all those who depend on it, including DePaul's community partners and institutional affiliates. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, to the pursuit of knowledge, and to the transmission of ideas. All members of the university community share the responsibility for creating conditions that support academic integrity.

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; and complicity. Violations do not require intent. This policy applies to all courses, programs, learning contexts, and other activities at the university, including but not limited to experiential and service-learning courses, study abroad programs, internships, student teaching, providing false information on an application, and not disclosing requested information. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. Actions taken by the instructor do not preclude the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could also result in criminal or civil prosecution. Additional Information and the complete Academic Integrity policy can be found on the Academic Integrity website (<http://academicintegrity.depaul.edu/>).

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College of Education Academic Integrity Policy Extension for Off-Campus Settings

DePaul University is committed to education that engages its students, faculty and staff in work in Chicago's communities. As DePaul representatives to our partner schools and community organizations, we ask that you take seriously your responsibilities to these relationships during field and clinical experiences and internships. The community, school and/or organization is an extension of the DePaul classroom. The University's Academic Integrity Policy and Code of Student Responsibility as detailed in the DePaul University Student Handbook apply to your interactions with the staff of the schools as well as the community organizations and its clients.

Content Area Test

http://education.depaul.edu/CurrentStudents/AcademicSuccessCenter/Other_Content_Areas.asp

The State of Illinois requires that all students seeking a second certificate successfully complete a Test of Subject-Matter Knowledge. The tests are not offered at DePaul, but through the State of Illinois at various sites around the city and suburbs. You must register for each test approximately two months prior to the test dates. Specific test and registration dates are listed on Illinois Certification Testing System's web site <http://www.il.nesinc.com/>.

Certification

Once all requirements for certification have been completed you are eligible to apply for a State of Illinois Teaching Certificate: <http://www.isbe.net/licensure/html/forms.htm>. Students can submit completed application forms to the College of Education office. The application will be returned to students signed by the DePaul University College of Education Certification Officer and stamped with the DePaul seal once all grades have been posted. Students are responsible for taking all paperwork (include official transcripts from all colleges and universities attended) to an Illinois State Board of Education regional office for registration.

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GENERAL INFORMATION

College of Education Website Degree requirements can be viewed, find student teaching and graduation application deadlines, locate contact information for College of Education faculty and staff, and much more by visiting the College of Education website. The College of Education website is located at <http://education.depaul.edu>.

DePaul University Student Handbook This official document describes rights and responsibilities, rules and regulations, grievance procedures and disciplinary sanctions that apply to all students. The Handbook is published online at <http://www.depaul.edu/university-catalog/academic-handbooks/Pages/default.aspx>.

DePaul University Course Catalog This is your official guide to University programs, courses, and academic regulations. The last section, “Handbook for Graduate Students,” contains crucial information for you. It is important to become familiar with these policies, as you will be held responsible for them during the duration of your program. Catalogs are only available online: <http://www.depaul.edu/university-catalog/Pages/default.aspx>.

Campus Connection Campus Connection allows you to access Web-based student services with a single login. Through Campus Connection you are able to view you’re the Graduate Course Catalog, course descriptions, class schedules and financial aid information; register for courses, update your demographic information, and much more! Please visit Campus Connection at <http://campusconnect.depaul.edu>.

All information in this booklet is subject to change as modifications are made to the curricula and procedures. Official statements of policy are to be found in the College of Education graduate and undergraduate Course Catalogs and the College of Education Website. This document can be found on the Web by visiting <http://education.depaul.edu>.

The College of Education offers courses at the following campuses:

Lincoln Park Campus	Naperville Campus	South Suburban
2320 N. Kenmore Avenue Chicago, Illinois, 60614	150 West Warrenville Road Naperville, Illinois 60563	16333 South Kilbourn Avenue Oak Forest, IL 60452

General Inquires	773-325-1663
Fax	We no longer utilize an analog fax system.
Website	http://education.depaul.edu
Reception Desk	College of Education Building, 2247 N. Halsted Street, Office #367 & adjoining front desk.
Office Hours	Academic Year: 9:00am-6:00pm Monday-Thursday, 9:00am-5:00pm Friday Summer: 9:00am-5:30pm Monday-Thursday, 9:00am-5:00pm Friday

FACILITIES

Classrooms

Smart classrooms have driven the potential for multimedia. Presentational forms as well as, new methods of production. Classrooms are equipped with IBM compatible computers, overhead multimedia/video projection, overheads and access to traditional equipment needs (16mm) film projector, slide projectors and overhead projectors. Larger spaces, tables and sinks secure a space that allows an easy flow of work between writing, viewing, presentation, and production.

Computer Labs

Located on every campus, students have access to over 800 computers in labs and PC classrooms. For a listing of locations and hours, please visit <http://offices.depaul.edu/is/services/labs-classrooms/Pages/default.aspx> .

Writing Center

The DePaul University Writing Centers provide a place for writers to meet and talk about writing. Undergraduate and graduate student writing consultants, who complete a full-credit training course, are on staff five to six days a week during the regular academic year to provide help with a range of issues, including idea development, research, and organization, style, grammar and revision strategies for all types of writing, at any stage in the writing process.

To talk with a consultant about your writing, call or stop by one of the Writing Center offices, 1620 Lewis Center, (312) 362-6726, at the Loop Campus, or 250 McGaw Hall, (773)-325-4272, at the Lincoln Park Campus or visit <http://condor.depaul.edu/writing/>.

DePaul Central

DePaul Central's mission is to increase student learning by providing timely access to accurate curricular, student records and academic advising information. DePaul Central is the keeper of student records for DePaul (transcripts) and administers assessment tests to new and transfer students. They also manage the acceptance of AP, CLEP and IB credits earned at other institutions. Visit them online at <http://offices.depaul.edu/depaul-central/Pages/default.aspx> .

UNIVERSITY RESOURCES

Center for Students with Disabilities

DePaul's Center for Students with Disabilities (CSD) coordinates DePaul University's provision of accommodations and other services to students with documented disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

CSD regularly works with students diagnosed with a range of disabilities such as learning disabilities, AD/HD, autism spectrum, medical conditions, chronic illness, mental health disorders, and physical and sensory impairments, amongst others.

All CSD programs and services are free of charge with the exception of a modest fee for students requesting weekly clinician services. Students are encouraged to contact CSD to initiate the enrollment process well before beginning your first term at DePaul. This will enable students to be well-organized from the onset of the term and assist success.

Student success is the core mission for CSD and fits integrally with DePaul University as a diverse learning community. Through individualized support services and reasonable accommodations, CSD strives to provide equal access to the DePaul experience and teach students skills and strategies to achieve academic success as well as segue into the workplace and their communities with confidence.

CSD staff works collaboratively with faculty and staff assisting their understanding of students with disabilities and how to effectively interact with them in the classroom and other situations in their life at DePaul. CSD can be reached at (773)-325-1677 (phone), 773.325.3720 (fax), 773.325.7276 (TTY), csd@depaul.edu, or visit <http://studentaffairs.depaul.edu/csd/csdstaff.html>.

Center for Intercultural Programs

The Center for Intercultural Programs (CIP) promotes artistic expression and intellectual inquiry that challenges students to explore all aspects of their identity. CIP develops programs and services that empower students to learn about the multitude of ways that their intersecting identities shape their understanding of their world and to confront systems of oppression and to promote social justice by celebrating and affirming the dignity of every member of our university. CIP also supports and cultivates the leaders of ethnic and cultural student organizations to understand their important role in building a student-centered multicultural community at DePaul. For additional information, please contact CIP at (773) 325-7759 or visit their office at Student Center 105, or their Web site at <http://www.studentaffairs.depaul.edu/cip/index.html>.

University Counseling Services

The University Counseling Service (UCS) offers affordable personal counseling to currently enrolled students. Students requesting assistance and present with a wide variety of concerns, including test anxiety, motivational issues, family and relationship concerns, depression and other personal stressors that can interfere with academic, career and interpersonal functioning. Services include individual, couple and group therapies. In addition to counseling, the UCS provides consultation, assessment and referral and conducts a wide variety of psycho-educational workshops for the DePaul community.

University Counseling Services has two offices: The Student Center, 2250 N. Sheffield Ave., suite 350, at the Lincoln Park Campus, and DePaul Center 11001 at the Loop Campus. For more information about UCS's services, call (773)-325-7779, or visit <http://studentaffairs.depaul.edu/ucs/>. Appointment times are flexible, and some evening hours are available. All services are confidential.

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Parking Services

For information regarding campus parking, parking permits, vehicle registration, fees, and any other parking inquiries, please call DePaul Parking Services at 773.325.7275, or visit: <http://parkingservices.depaul.edu/index.asp>.

Public Safety

The Public Safety Office is in operation at the Lincoln Park and Loop campuses 24 hours a day, seven days a week. Do not hesitate to report suspicious activities or persons to the Security Department, or request escort services.

In the Lincoln Park campus call 773.325.7777 (2345 N. Sheffield Ave., Suite 304)

In the Loop campus call 312.362.8400 (25 E. Jackson Blvd., Lower Level)

For Further information please visit <https://publicsafety.depaul.edu/index.asp>.

ID Services

ID Services, a first-stop for all new students, distributes information and materials that students use on a regular basis. Here, people receive their ID cards, email account information, CTA U-Passes, Campus Connection IDs/passwords, and other informational materials. Identification cards are used across campus for a variety of purposes including computer lab usage, printing services; campus meal plans, building access, and library checkout. Each campus has an ID Card Services office, with main offices located at the Loop and Lincoln Park campuses. For more information go to <http://offices.depaul.edu/is/services/identity/Pages/default.aspx>.

University Ministry:

Education happens outside the classroom, too! Whether in a Bible Study group on campus or a weekend retreat in Wisconsin; whether through an immersion experience working with the homeless in New York, or meeting with other students to discuss relationships and values around sexuality -- let University Ministry help you grow. College is about learning, change, transition, growth, and development, and we are transformed in and through the DePaul experience. Spirituality, service, values, and commitment are at the heart of learning at DePaul. University Ministry provides a wide array of people, activities, events, and gatherings -- all designed to help students become more complete and whole by nurturing their relationship to God and to one another, regardless of their religious affiliation.. Offices are located at Lincoln Park Campus 2250 N. Sheffield, Rm 311, 773.325.1195, and at the Loop Campus in the DePaul Center, 11th Fl., 773.312.6910, or visit: <http://studentaffairs.depaul.edu/ministry/>.

Office for International Students & Scholars:

The Office for International Students and Scholars (OISS) provides immigration advising to over 1,500 non-immigrant students and scholars in F-1 and J-1 visa statuses. The OISS also issues U.S. Department of State Certificate of Eligibility for Exchange Visitor (J-1 visa) status (Form DS-2019). Departmental chairs or college deans who wish to invite non-tenure track international exchange visitors to DePaul, for purposes of teaching, academic collaboration, and/or research, may request issuance of Form DS-2019 from the OISS. Non-immigrants students in need of assistance with matters related to maintenance of non-immigrant status, employment authorization requests, travel and re-entry into the U.S. from abroad, and lawful transfer into DePaul University from another U.S. educational institution, should contact the OISS at 312-362-8376. Please go through the information on the website before you contact. The OISS is responsible for University compliance with the Student Exchange Visitor Information System (SEVIS)

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reporting requirements. This is necessary in order to maintain the University's legal authority to admit and enroll non-immigrant students and to invite international exchange visitors. The OISS is located at 1 E. Jackson Boulevard, DePaul Center, Suite 9300. For more information, please call the ISO office at 312.362.8376 or visit <http://oiss.depaul.edu/>.

Student Financial Services:

The Student Financial Service Office provides comprehensive educational financial planning for today's college student. The structure of the office provides enhanced service to the student and better prepares each person to meet his or her financial obligation to the university. Student Financial Services is comprised of two coordinating areas, Student Aid and Student Accounts.

Student Aid: The Student Aid area coordinates a variety of federal, state, private and institutional aid programs that are available to assist undergraduate and graduate students. Each financial aid program has its own particular regulations, requirements, procedures, forms and disbursement schedules.

Student Accounts: Students accounts focuses on financial counseling, payments and accounts receivable. Tuition bills are also generated through this office. In the event that a student needs guidance in paying on a past due balance, a counselor will be available.

Career Center:

The Career Center creates dynamic connections to the world of work, providing comprehensive, centralized employment and career services for members of the DePaul University community. The following services are available through the Career Center:

Workshop Services, Career Advising, Student Employment, Company Presentations, On-Campus Recruiting, Alumni Career Mentors, Job and Internship Fairs and Listings, Online Resume Books.

For further information contact the Career Center at:

Loop Campus: DePaul Center Suite 9500, 1 East Jackson Blvd., Chicago, IL.
60604. Phone: 312.362.8437

Lincoln Park: Schmitt Academic Center Rm. 192, 2320 N. Kenmore Ave.
Chicago, IL. 60614. Phone 773.325.7431