

DEPAUL UNIVERSITY

COLLEGE OF EDUCATION



**Student Handbook
Teacher Education Majors**



2012-2013

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<http://education.depaul.edu>

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INTRODUCTION

The purpose of this guide is to present an overview of the Teacher Education Programs. It contains useful information you need to know about academic requirements and procedures. You will find it easier to navigate your program and requirements if you familiarize yourself with the contents in this guide. 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 addressed in additional detail. You should also review the College of Education Website, the Field Experiences Handbook, the Course Catalog, and Campus Connection for more information.

The Advising Office staff can answer any questions you have and guide you through your program. Be aware, too, that many of the answers to your questions will be in this guide. You should make sure you are familiar with academic program timelines, requirements, deadlines, and prerequisites, so please consult with your advisor and student teaching placement specialist regularly.

Because the published version of the official Student Handbook is updated annually, the information presented is current as of the publication date. From time to time, the College of Education modifies policies, procedures, programs, office locations, and personnel. The College reserves the right to modify, revoke, or add to any and all regulations at any time. This guide is for information purposes only and does not constitute a contract. Any questions concerning the information and materials presented in this handbook should be forwarded to the Director of Advising.

I wish you all the best along the path to your education career and beyond.

Nancy Hashimoto
Director of Advising

ABBREVIATIONS

The following abbreviations will be used throughout this guide, when searching for classes, and in general at DePaul:

COE - College of Education	ISBE - Illinois State Board of Education
SAC - Schmitt Academic Center	LBS1 - Learning Behavioral Specialist 1
ASC - Academic Success Center	LSP - Liberal Studies Program
BBE - Bilingual/Bicultural Education	DPU – DePaul University
ECE - Early Childhood Education	PE - Physical Education
EDU - Education-General	SCFE - Social/Cultural Foundations in Education
EE - Elementary Education	SCU - Social/Cultural Foundations, Undergraduate
DTE - Department of Teacher Education	SEC - Secondary Education
FEDS - Field Experience Documentation System	WLE - World Language Education

HISTORICAL PERSPECTIVE

DePaul University was founded as a small liberal arts college, then called St. Vincent's 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 Education, Liberal Arts and Social Science, Science and Health, Commerce, Law, and Computing and Digital Media; the Schools of New Learning, Theater and Music. DePaul serves over twenty-five thousand students in day and evening programs. The academic administration of the university is headed by the Provost and the Deans of the various colleges and schools.

DePaul University established the College of Education in 1962. It currently serves nearly twenty-five hundred 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, the Associate Dean for Curriculum and Programs, the Associate Dean for Academic Affairs, the Department Chairs and Program Leaders, and the Director of Advising. The COE currently has eleven academic programs. Five of these programs lead to initial teacher certification (elementary, secondary, early childhood, physical education, and world language). Four of these five areas (early childhood, elementary, secondary, and world language) are offered at both the graduate and undergraduate level. In addition, the school has six advanced master's degree programs: Bilingual/Bicultural Education; Counseling; Curriculum Studies; Educational Leadership; 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 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 that 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 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, inquiries 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.

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 school'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, technical literacy poses a particular challenge, especially bridging the access equity gap, or 'digital divide'.

The College of Education offers high quality professional education programs that are guided by a conceptual framework. The framework is knowledge-based and is the foundation for all College of Education programs. The commitment to social justice and multicultural and urban educational values is enriched further by the Vincentian spirit, especially personalism that touches every aspect of the university. The College of Education prepares all of its students to be URBAN, PROFESSIONAL, MULTICULTURAL, EDUCATORS who operate from a critical multicultural perspective and who, integrate inquiry, theory, and practice; consider multiple perspectives; exhibit Vincentian personalism; promote positive transformation; and function as life-long learners.

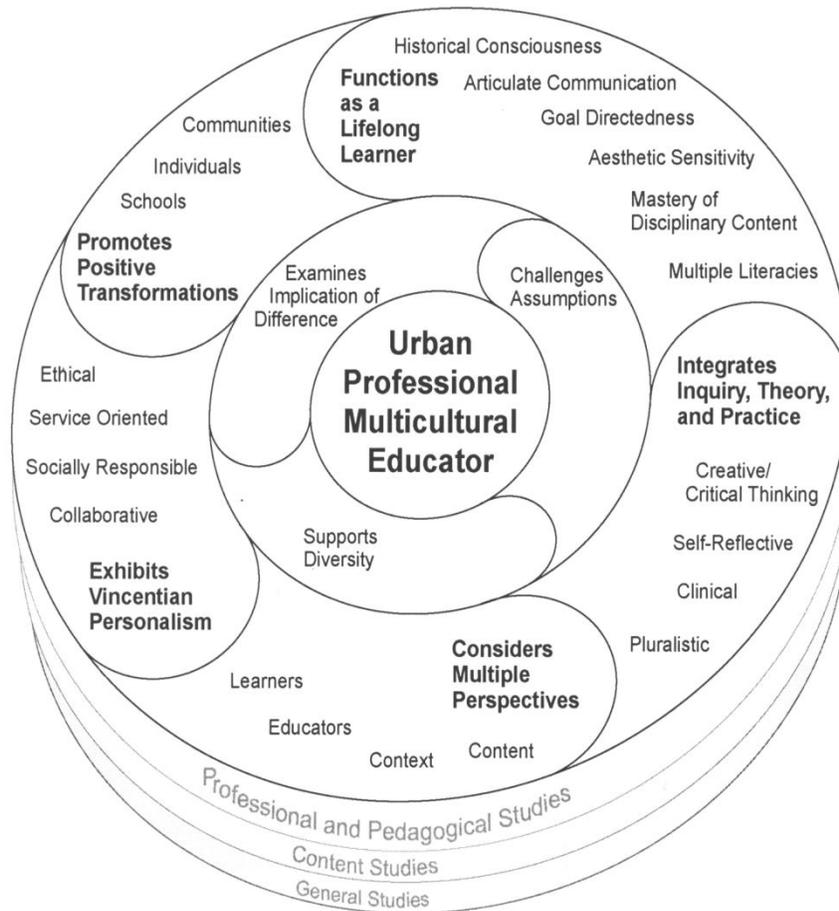
Urban Professional Multicultural Educators:

- Work to develop educational settings that reflect principles of democracy, equality, and social justice. Work to remove barriers to individual and group expressions of difference and diversity.
- Demonstrate sensitivity to issues of diversity, global awareness, special needs of learners, and diversity of learning style.

- Believe that students from diverse backgrounds can learn and persists in helping all students achieve success and are committed to treating every individual with fairness, equality and dignity.
- Consider multiple theoretical perspectives when analyzing educational issues recognize the dynamics operating among educators, learners, content and contexts. Engage in systematic reflection on the interaction among inquiry, theory, and practice.
- Work to increase knowledge and understanding of subject matter. Model personalism and encourage involvement in the community as incorporated in the Catholic, Vincentian urban mission.
- Appreciate the need to function as a liberally educated, life-long learner who can communicate articulately and think critically and creatively.

DISPOSITIONS FOR ALL STUDENTS

Urban Professional Multicultural Educators possess a number of values, beliefs, and attitudes that are central to their practice. The faculty expects students to develop these attitudes as they progress through their 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 students’ performance in their respective programs.



SUPPORTS DIVERSITY AND MULTICULTURALISM

(challenges assumptions, examines implications of difference, supports diversity)

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

PROMOTES POSITIVE TRANSFORMATION

(in individuals, schools, communities)

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

EXHIBITS VINCENTIAN PERSONALISM

(service oriented, socially responsible, collaborative, ethical)

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

CONSIDERS MULTIPLE PERSPECTIVES

(educators, learners, content, contexts)

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

INTEGRATES INQUIRY, THEORY, AND PRACTICE

(critical/creative thinking, pluralistic, self-reflective)

- Students' critical/creative thinking includes integrating knowledge, making reflective judgments, identifying significant ideas and underlying assumptions)
- Student exercises sound judgment when making educational decisions and/or interacting with their students.
- Student continually reflects on and evaluates the effects of their teaching.

FUNCTIONS AS LIFE LONG LEARNER

(mastery of content, articulate communication, goal directed, historical consciousness, aesthetic sensitivity, multiple literacies)

- Student works to increase understanding of the concepts, methods, and ways of knowing within your discipline/content area.
- Student nurtures an appreciation of the humanities, arts, sciences, and technologies as a foundation for lifelong learning.

ILLINOIS PROFESSIONAL TEACHING STANDARDS

The Teaching Standards established by the Illinois State Board of Education (ISBE) are goals that you should strive for as you develop yourself as a teacher and see them reflected in your coursework here at DePaul. As you engage in your studies and field experiences, think of these standards and the impact you will have on your future students. For a full list of the teaching standards and goals, visit <http://www.isbe.net/profprep/PDFs/ipts.pdf>.

CONTENT KNOWLEDGE

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

HUMAN DEVELOPMENT AND LEARNING

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

DIVERSITY

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

PLANNING FOR INSTRUCTION

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

LEARNING ENVIRONMENT

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

INSTRUCTIONAL DELIVERY

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

COMMUNICATION

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

ASSESSMENT

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

COLLABORATIVE RELATIONSHIPS

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

REFLECTION AND PROFESSIONAL GROWTH

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

PROFESSIONAL CONDUCT

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

COLLEGE OF EDUCATION CONTACT INFORMATION

COLLEGE OF EDUCATION, 2320 N. Kenmore, Chicago, IL 60614; Main Phone: 773-325-7740

ADVISING AND STUDENT TEACHING OFFICES – SAC 481; Phone 773-325-4409; Fax: 773-325-7713

ADVISING OFFICE – SAC 481; Phone 773-325-4409; Fax: 773-325-7713

Director: Nancy Hashimoto, nhashimo@depaul.edu

FIELD EXPERIENCE AND STUDENT TEACHING OFFICE – SAC 481; Phone 773-325-7768; Fax: 773-325-4744

Coordinator: Kate Liston, kliston@depaul.edu

ACADEMIC SUCCESS CENTER – SAC 303; 773-325-1652

Director: Nora Murphy, nmurphy4@depaul.edu

GRADUATE ADMISSIONS OFFICE

Welcome Center (Fullerton & Sheffield); Phone 773-325-4405, edgradadmissions@depaul.edu

FAMILY LAB – SAC 202, 773-325-7745

Coordinator: Julie Harris, jharri20@depaul.edu

AMERICA READS – SAC 302, 773-325-4333

Coordinator: Dolores Eder, deder@depaul.edu

NAPERVILLE CAMPUS, 150 West Warrenville Road, Naperville, IL 60563; Phone 630-548-9378

DEAN'S OFFICE – SAC 467; Phone 773-325-7581

Dean's Assistant: Beth King, bking18@depaul.edu

Dean: Dr. Paul Zions

Note: The College of Education programs and faculty are separated into 4 different departments. Most faculty have appointments in a single department, related to their specialty area. Course scheduling and offerings are determined separately by each department.

TEACHER EDUCATION DEPARTMENT – SAC 346; Phone 773-325-4665

Department Assistants: Cherin Jaradat cjaradat@depaul.edu and Ashleigh Pigusch apigusch@depaul.edu

Department Chair: Roxanne Owens rowens@depaul.edu; 773-325-4329

Associate Department Chair: Christopher Worthman cworthma@depaul.edu; 773-325-4690

COUNSELING AND SPECIAL EDUCATION DEPARTMENT – SAC 326; Phone 773-325-4228

Department Assistant: Jennifer Sonnenberg jsonnen2@depaul.edu

Department Chair: Joy Whitman jwhitman@depaul.edu; 773-325-7636

Associate Department Chair: Jennifer Walberg jwalberg@depaul.edu; 773-325-7637

EDUCATIONAL POLICY STUDIES AND RESEARCH – SAC 326; Phone 773-325-1674

Department Assistant: Nicole Nudo nnudo@depaul.edu

Department Chair: Amira Proweller aprowell@depaul.edu; 773-325-4320

LEADERSHIP, LANGUAGE, & CURRICULUM DEPARTMENT – SAC 326; 773-325-4806

Department Assistant: Evan Blewett eblewett@depaul.edu

Department Chair: Sonia Soltero ssoltero@depaul.edu; 773-325-4788

TEACHER EDUCATION FACULTY INFORMATION

The following is a list of full-time faculty. For part time faculty contact information, please contact the Teacher Education department assistant.

<i>Name</i>	<i>Specialty</i>	<i>Phone</i>	<i>Email</i>
Mojdeh Bayat	Early Childhood	773-325-1687	mbayat@depaul.edu
Nell Cobb	Elementary Math	773-325-2644	ncobb@depaul.edu
Jennifer Cohen	Secondary Education	773-325-4683	Jcohen19@depaul.edu
Hilary Conklin	Secondary Social Studies	TBA	TBA
Marie Donovan	Early Childhood	773-325-7591	mdonovan@depaul.edu
Jim Duignan	Visual Arts & Secondary Education	773-325-4331	jduignan@depaul.edu
Anna Marie Frank	Physical Education	773-325-1689	afrank@depaul.edu
John Gabriel	Secondary English	773-325-7635	kgabriel@depaul.edu
Mindy Kalchman	Elementary Math	773-325-4287	mkalchma@depaul.edu
Katherine Kaputkska	Elementary Reading & Curriculum	773-325-4320	kkaputsk@depaul.edu
Richard Kozoll	Science Education	773-325-7220	rkozoll@depaul.edu
Catherine Larsen	Elementary Music & Art	773-325-4526	clarsen@depaul.edu
Eunmi Lee	Secondary Science	TBA	TBA
Harry London	Secondary Education	773-325-8669	hlondon@depaul.edu
Jennifer Mata	Early Childhood	TBA	TBA
Gayle Mindes	Early Childhood & Elementary	773-325-7769	gmindes@depaul.edu
Kristen Neisler	Sport & Fitness Mgmt/PE	773-325-4341	kneisler@depaul.edu
Roxanne Owens	Elementary Reading	773-325-4329	rowens@depaul.edu
Kenneth Sarubbi	Physical Education	773-325-4338	ksarubbi@depaul.edu
Akihiko Takahashi	Elementary Math	773-325-4695	atakahas@depaul.edu
Frank Tavano	Elementary Education	773-325-4176	ftavano@depaul.edu
Katie Van Sluys	Elementary Ed, Literacy	773-325-7668	kvansluy@depaul.edu
Stephanie Whitney	Secondary Math	773-325-7218	swhitne4@depaul.edu
Kathryn Wiggins	Elementary & Physical Education	773-325-1686	kwiggins@depaul.edu
James Wolfinger	Secondary History	773-325-4290	kwolfing@depaul.edu
Christopher Worthman	Secondary English	773-325-4690	cworthma@depaul.edu
Liliana Zecker	Language & Literacy	773-325-7583	lzecker@depaul.edu

CONTENT AREA ADVISOR (FACULTY) INFORMATION

Content Advisors are required to provide an evaluation for graduate secondary education and graduate world language majors. The evaluation should be conducted within the first two quarters of the program.

Subject Area		Content Advisor	Phone	Email
Biology		William Gilland	773-325-7464	wgillila@depaul.edu
Chemistry		Quinetta Shelby	773-325-7402	qshelby@depaul.edu
English	00-24*	Jennifer Cohen	773-325-4683	jcohen19@depaul.edu
	25-49*	Christopher Worthman	773-325-4690	cworthma@depaul.edu
	50-74*	Robert Meyer	773-325-1779	rmeyer@depaul.edu
	75-99*	Ravi Hansra	773-325-8435	rhansra1@depaul.edu
Environmental Sci		Judy Bramble	773-325-2775	jbramble@depaul.edu
History		James Wolfinger	773-325-4290	jwolfing@depaul.edu
		Hilary Conklin	773-325-2595	hconkli1@depaul.edu
Mathematics		Nell Cobb	773-325-4218	jbergen@depaul.edu
		Stephanie Whitney	773-325-7218	swhite4@depaul.edu
Physics		Eric Landahl	773-325-3722	elandahl@depaul.edu
Social Science		James Wolfinger	773-325-4290	jwolfing@depaul.edu
		Hilary Conklin	773-325-2595	hconkli1@depaul.edu
Visual Art		Jim Duignan	773-325-7331	jduignan@depaul.edu
World Languages		Mark Johnston	773-325-1879	mjohnst4@depaul.edu
		Jason Goulah	773-325-2076	jgoulah@depaul.edu

* Note: English advisors are divided by the last 2 numbers in your student ID.

ACADEMIC SUCCESS CENTER

Students can get personal tutoring in areas of math, social science, writing and more. Staff and tutors are always willing to share their knowledge and expertise in a variety subjects. The ASC is located in SAC 301.

ICTS TEST PREPARATION

The ASC provides workshops and individual tutoring for the basic skills, content area and APT tests. Also available in the ASC for students are study guides and online resources to help students pass ICTS exams.

WRITING HELP

The ASC helps students with pre-writing strategies such as narrowing a topic, brainstorming, researching and writing an outline. A professional may also help a student edit, proofread, and review their paper developing strategies for improving writing. The ASC teaches and helps students understand APA style documentation, paraphrasing and academic integrity through workshops and individual consultation.

MATH ASSISTANCE

A math tutor is available for students who need assistance passing the basic skills test, the math content area test, a college algebra course, or math for teachers course.

EXAM PROCTORING

OPI exams and exams from online courses may be proctored at the ASC with the permission of the Director.

STUDY STRATEGIES

All students are welcome to use the ASC to be assessed and improve learning strategies such as time management, test anxiety, note taking, test taking, college reading, understanding one's learning style.

ACADEMIC ASSISTANCE

It is required that a student on probation or a student who does poorly in a practicum or field experience see the Director of the ASC for assistance to help them improve academic success in the College of Education.

COE RESOURCE LIBRARY

The ASC contains a small collection of teacher and counselor related material. These include: Teacher magazines and lesson planning manuals, technological software such as Brain Pop, Board Maker, Kidspiration, and Inspiration, APA manuals and COE text books as well as other supplemental texts pertinent to the fields of education, student affairs and counseling.

For additional information and to view the current schedule of test preparation sessions and workshops, visit <http://education.depaul.edu/CurrentStudents/AcademicSuccessCenter/index.asp>

TECHNOLOGY RESOURCES

DEPAUL MAIN WEBSITE - <http://www.depaul.edu>

Access academic services, student services, technology resources, department and DePaul office websites.

COLLEGE OF EDUCATION WEBSITE - <http://education.depaul.edu/>

Speak one-on-one via online IM chat (weekdays, 9-5 p.m.), view field experience information, access the Get the Facts flyers, find student teaching and graduation application deadlines, advising walk-in schedules, and much more.

CAMPUS CONNECTION - <https://campusconnect.depaul.edu/>

Campus Connection allows you to access Web-based student services with a single login. Through Campus Connection you are able to register for classes, view your class schedule and financial aid information, update your demographic information, and much more.

DEPAUL COURSE CATALOG & STUDENT HANDBOOK – <http://www.depaul.edu/university-catalog/Pages/default.aspx>

The course catalog is your official guide to University programs, courses, and academic regulations. Within the catalog is the student handbook which describes rights and responsibilities, rules and regulations, grievance procedures and disciplinary sanctions that apply to all students. It is important to become familiar with these policies, as you will be held responsible for them during the duration of your program.

EDTRACK - <https://www.soedepaul.org/EdTrack>

This is a web based student tracking system accessible to College of Education students. Log on and get immediate updates on the status of your College of Education academic file. Use EdTrack to see messages from your Student Teaching Placement Specialist, Academic Advisor, review your Illinois State test scores, view approved endorsement areas, apply for Student Teaching, verify your contact information, and more.

FEDS - <https://iasapps.is.depaul.edu/ClinicalExpLogin/login.asp>

The Field Experience Documentation System (FEDS) is an online system where you record the field experiences assigned to your classes. You must enter your hours every quarter and submit the Evaluation completed by the Cooperating Teacher to your instructor. Check to make sure that the online Faculty Evaluations have been entered for assigned courses at the end of the quarter.

Please contact your instructor if the online Faculty Evaluation has not been entered by the end of the assigned

quarter.

SOCIAL NETWORKING

The Advising Office is on Facebook (<http://www.facebook.com/dpucoeadvising>) and Twitter (@dpucoeadvising). Become a fan, friend, or follow to get up-to-the minute updates.

CALENDAR OF IMPORTANT DATES

2012-2013	
August 13	Mandatory Orientation for Autumn 2010 Student Teachers
August 17	Deadline for registration for Sep 8 ICTS Test
September 3	University closed
September 4	1 st day of student teaching for Autumn 2010
September 5	Autumn quarter begins
September 11	Last day to add classes
September 18	Last day to drop classes with no penalty & select pass/fail option
September 19	Grades of W assigned for classes dropped after this date
September 28	Deadline to register for Nov 10 ICTS Test
October 1	Degree Conferral application due for Fall 2010
October 1	Mandatory Meeting for Student Teaching for Fall 2013
October 3	Mandatory Meeting for Student Teaching for Fall 2013
October 4	Mandatory Meeting for Student Teaching for Fall 2013
October 6	Mandatory Meeting for Student Teaching for Fall 2013
October 13	Mandatory Meeting for Student Teaching for Fall 2013
October 19	Deadline for late registration for Nov 12 ICTS Test
October 23	Last day to withdraw from Autumn classes
November 8	Reception for Autumn 2010 Student Teachers
November 9	Last day of student teaching for Autumn 2010 EE and SEC students
November 20	Autumn quarter ends
November 22-25	University closed
November 23	Last day of student teaching for Autumn 2010 ECE and PE students
November 26	December quarter/Graduate Intersession begins
November 27	Last day to add classes
November 28	Last day to drop classes with no penalty & select pass/fail status
November 29	Grades of W assigned for classes dropped after this date
December 5	Last day to withdraw from intersession classes
December 14	December quarter ends
December 25-Jan 1	University closed
December 28	Deadline to register for Feb 9 ICTS Test
January 7	Winter quarter begins
January 7	1 st day of student teaching for Winter 2013
January 7	Mandatory Orientation for Winter 2013 Student Teachers
January 13	Last day to add classes
January 14	Mandatory Meeting for Student Teaching for Winter & Spring 2014
January 15	Degree Conferral application due for Winter 2011
January 15	Mandatory Meeting for Student Teaching for Winter & Spring 2014
January 16	Mandatory Meeting for Student Teaching for Winter & Spring 2014
January 17	Mandatory Meeting for Student Teaching for Winter & Spring 2014
January 18	Deadline for late registration for Feb 9 ICTS Test
January 19	Mandatory Meeting for Student Teaching for Winter & Spring 2014
January 20	Last day to drop with no penalty

January 21	Grades of W assigned for classes dropped after this date; last day to select pass/fail option
January 26	Mandatory Meeting for Student Teaching for Winter & Spring 2014
February 1	Degree Conferral application due for Spring 2013
February 11	Spring quarter registration begins (check campus connect for your day/time)
February 24	Last day to withdraw from Winter classes
March 1	Deadline to register for April 14 ICTS Test
March 14	Reception for Winter 2013 Student Teachers
March 15	Last day of student teaching for Winter 2013 EE and SEC students
March 18	1 st day of student teaching for Spring 2013
March 18	Mandatory Orientation for Spring 2013 Student Teachers
March 22	Winter quarter ends
March 22	Deadline for late registration for April 13 ICTS Test
March 29	Last day of Student Teaching for Winter 2013 ECE and PE students
March 29-31	University closed
April 1	Spring quarter begins
April 7	Last day to add classes
April 14	Last day to drop classes with no penalty
April 15	Grades of W assigned for classes dropped after this date; last day to select pass/fail option
April 19	Deadline to register for June 1 ICTS Test
May 10	Deadline for late registration for June 2 ICTS Test
May 11	Last day to withdraw from Spring classes
May 24	Deadline to register for July 7 ICTS Test
May 27	University closed
May 31	Last day of Student Teaching for EE and SEC students
June 1	Degree Conferral application due for Summer I 2013
June 5	Reception for Spring 2013 Student Teachers
June 14	Last day of Student Teaching for Spring 2013 ECE and PE students
June 14	Spring quarter ends
June 14	Deadline for late registration for July 6 ICTS Test
June 15	COE Commencement ceremony
June 17	Summer I quarter begins
June 18	Last day to add classes
June 21	Last day to drop with no penalty
June 21	Last day to select pass/fail status
June 22	Grades of W assigned for classes dropped after this date
July 4	University closed
July 5	Last day to withdraw from Summer I classes
July 15	Degree Conferral application due for Summer II 2011
July 19	Summer I quarter ends
July 22	Summer II quarter begins
July 23	Last day to add classes
July 26	Last day to drop with no penalty and select pass/fail status
July 27	Grades of W assigned for classes dropped after this date
August 9	Last day to withdraw from Summer II classes
August 23	Summer II quarter ends

RIGHTS AND RESPONSIBILITIES

As a college student, it is your responsibility to make sure that you are taking the correct courses, following your academic program, adhering to deadlines, and being proactive in reaching out to your advisor and DePaul offices when you need it. Working closely with your advisors and other offices can help you in establishing goals, understanding requirements, and in clarifying your career objectives.

Advisors make every effort to assure that you have accurate information regarding course selections, applicable policies and procedures. If you feel that you have been treated unfairly, your first point of contact should be the Director of Advising. There is also a full appeals process that can be utilized after all other avenues have been exhausted and is discussed later in this guide.

ACADEMIC ADVISING

The Advising Office is responsible for providing students with the support and guidance they need from orientation to graduation. You should be sure to talk with your academic advisor on a regular basis to ensure that you are on track for completing the program and are knowledgeable about deadlines and requirements. Advisors can also discuss the various options available to you to help with your teaching career such as endorsements and minors. You can meet with an academic advisor at any point in your academic career. We strongly encourage new students to meet with an academic advisor in their first quarter. Academic advisors are trained to assist you with any difficulties you may encounter while a student and may make appropriate referrals as needed.

HOURS AND LOCATIONS

Hours: 9am to 5pm Monday - Friday. Contact our office for summer hours.

Schmitt Academic Center (SAC), Room 481
2320 N. Kenmore
Chicago, IL 60614

Phone: 773-325-4409 or 773-325-7740; Fax: 773-325-7713

ADVISING ASSIGNMENTS & CONTACT INFORMATION

Advisors are assigned to students based on their area of study. Please consult the list below to determine your advisor.

<i>Advisor</i>	<i>Phone</i>	<i>Email</i>	<i>Undergrad Programs</i>	<i>Graduate Programs</i>
Kevin Green	773-325-4678	kgreen14@depaul.edu	TEACH Program, History, Social Science	History, Social Science, Early Childhood
Nicole Ide	773-325-4692	nide@depaul.edu	Early Childhood, English, Physical Education, Fitness Management	English
Kevin McCann	773-325-4678	kmccann4@depaul.edu	Elementary Education	(none)
Cheryl Miller	773-325-4481	cmille70@depaul.edu	World Languages	Elementary Education, Bilingual/Bicultural Education, World Languages
Alexa Walsh	773-325-8354	awalsh11@depaul.edu	(none)	Graduate Special Education (LBS1, Reading Specialist, Dual Cert)
Brandon Washington	773-325-7495	bwashin3@depaul.edu	Undecided	Curriculum Studies, Ed Leadership, Social/Cultural Foundations of Education
Maisie Yang	773-325-5233	myang17@depaul.edu	Art, Math, Science	Art, Math, Science, Doctoral Programs

ADVISING APPOINTMENTS

Scheduled appointments are offered at designated times throughout the academic year. Academic advisors can assist you with progression toward degree completion, degree and certification requirements, navigating the university, course selection and registration issues, exploring teaching areas and endorsements, explaining requirements for Advanced Standing, and many other aspects of your program. Also, see the Get The Facts sheet available online and outside the office.

Schedule appointments with an advisor on Campus Connection by following these steps:

1. After you log in, go to the Advising Center (tab at the top).
2. Look for the My Advisor pagelet and you should see a photo of your advisor with additional info.
3. To schedule an appointment, click on the calendar.
4. Then just select the day and time when you are available to meet, indicate the general topic that you would like to discuss, and schedule the appointment.

Note: you may see several advisors located on the Advising Center tab. All of these individuals can be resources for you, however, in most cases, only the advisor listed on the above chart may have appointments listed online. Contact other advisors to schedule appointments by phone or email.

WALK-IN ADVISING

For the first week of every quarter and the first week of registration, we have walk-in advising. During walk-in advising, students can come to SAC 481 to see an advisor without an appointment. Students can sign in for a 15 minute appointment with an advisor to review course schedules, assist with schedule changes, and ask brief questions. We ask that you limit your questions during walk-in advising to registration issues regarding that term and schedule an appointment for more extensive questions.

REGISTRATION

Registration occurs 1-3 months prior to the beginning of the following quarter. Be sure to look for your registration day and time on campus connection. Many classes in the College of Education fill up quickly so make sure you register on time. Advisors can help with planning courses to take and it is best to schedule appointments with advisors in the weeks prior to your registration date. Advisors do have walk-in advising during the first registration week, however, it is best to avoid the rush and schedule an appointment before that time.

In general, DePaul has registration at the following times -

Mother's Day (fall & summer quarters)*

Columbus Day (winter quarter)*

Valentine's Day (spring and summer quarter)*

*Consult the academic calendar for exact dates.

Note: Academic departments examine enrollment in classes several weeks after the enrollment period has begun. If courses are determined to not have sufficient enrollment, the class may be cancelled. Please do not wait to register for classes because if you wait too long, you may find that there are not enough spaces left in courses that you need. Be sure to register as soon as you are eligible!

STUDY LOADS

A typical full-time course load for undergraduate students is 4 courses per quarter (16 credit hours). Most undergraduate programs assume 4 courses per quarter for 4 years to complete the program (secondary science majors require slightly more). For financial aid purposes, individuals can take 3 classes per quarter and still be considered full time.

If you wish to register for more than 4 classes per quarter, please consult with your advisor who will take into account your goals, previous grades, gpa, and other aspects. Registration for more than 20 quarter hours requires the permission of your advisor and completing an Exception to Academic Policy form.

Graduate students need to take 2 classes (8 credit hours) to be considered full time. If you wish to register for more than 3 classes per quarter, please consult with your advisor who will take into account your goals, previous grades, gpa, and other aspects.

CHANGE OF MAJOR

If you wish to change your major to another College of Education major, undergraduates should contact their academic advisor. Graduate students should contact the Graduate Admission office.

Undergraduate students who desire to change to a major not offered by the College of Education should submit an Inter-College Transfer (ICT) request on Campus Connection and meet with an advisor in the new college/department.

CLOSED CLASSES

Each college at DePaul has its own procedures for requesting classes that are closed at the time of registration. You will need to consult the procedures that correspond to the college/school offering the class you intend to take. For example, for a Biology course, you need to follow the LA&S procedures.

COLLEGE OF EDUCATION

Waitlist is a new feature that is available on some classes in Campus Connection. If a class is full, but has a wait-list, you can add yourself to the waitlist and as seats open up, students on the waitlist will be automatically en-rolled. When you add yourself to the waitlist, you are given a position number. Students are enrolled in open seats based on their position number. The lower the number, the higher your priority.

- 1.) To add yourself, log in to Campus Connection.
- 2.) Select the Student Center tab at the top.
- 3.) Select Enroll, which will bring you to Add Classes.
- 4.) Once you've found the class you're looking for, click Select Class. (Note: You will know if a class has a Wait-list available, as long as there's an orange triangle next to Status.)

- 5.) After you've selected the class, click on the box next to "Add to waitlist if available." Then click Next, then click Finish Enrollment.
- 6.) If you've been added, you will be given a confirmation of your waitlist addition, which includes your position number on the list.

The requirements for being added to the waitlist are as follows: 1.) You must have an enrollment appointment, 2.) You must meet the prerequisites for the class, 3.) The waitlist must be available for that class, and 4.) You will not be able to waitlist if you have any registration holds.

There are some exceptions, too. If you are student teaching next quarter or this particular quarter is the last time a course is offered before your intended graduation, then you should add yourself to the electronic waitlist and then contact your advisor immediately.

For more information, please consult:

<http://offices.depaul.edu/depaul-central/student-resources/faq/Pages/waitlist-waitlist.aspx>

DRIEHAUS COLLEGE OF BUSINESS

Business closed class petitions are reserved for seniors entering into their final term of study. Last term seniors must work with a Business academic advisor to obtain a petition form. All other students are directed to add themselves to a waitlist for a closed Business class; if/when a waitlist is available. Students should not approach Business faculty regarding closed class requests. Faculty is not involved with the closed class petition process.

The following also applies to closed classes in the Driehaus College of Business:

- The College of Business will only review petitions for closed Business classes.
- Preference is given to seniors who have declared their Business major (or minor) and have applied for degree conferral.
- Closed class petitions will not be accepted past the registration ADD deadline for the applicable term.
- Closed class petition decisions are sent through email.
- Students are not permitted to sit in on classes for which they are not officially registered. Being on a waitlist does not constitute official enrollment & having a course in your Course Cart does not constitute enrollment.

COLLEGE OF COMMUNICATION

The College of Communication will not process additions to closed Communication courses. Students should not attend a class for which they are not registered. In rare circumstances, a student who needs a specific course in their final quarter will be added by an Academic Advisor to a closed course so that they can meet degree requirements in their final quarter. If there are other sections of that course still open, the student must add the open section. If a student finds a course that they need to graduate is closed, they must email their Academic Advisor and request addition to the closed course. The advisor will verify that the course is required for graduation in that term and that there are no other sections of that course open. If those conditions are met, the student will be added to a section of the course.

Once a course is closed, students should not email instructors to be added to closed courses. Course limits are set so that all students and the instructor can have a positive classroom experience. In the rare circumstance that an instructor does approve the addition of a student to his or her closed course, the instructor must email the student's Academic Advisor within the deadline to add courses for that quarter so that the enrollment can be processed. Late additions to courses will not be processed, even with instructor permission.

COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES

The policy of LAS is to use the Waitlist to manage enrollment for closed courses. If an instructor wishes to overenroll students into a closed course, the students must be added in numerical order as they appear on the Waitlist for the course. No "queue jumping" is allowed. Until the add deadline, these requests should be sent by the instructor (emails sent by students will not be reviewed) to LASRegistration@depaul.edu and contain the following information:

1. Student's first and last name
2. Student's ID #
3. Course (Department prefix and catalog number)
4. Section #
5. 5-digit class #

6. Professor statement of granting enrollment

Requests by faculty for enrollments after the add deadline, or for enrollments in exception to the Waitlist policy, must be sent to the LAS Dean's Office via LASAssociateDean@depaul.edu.

It is the student's responsibility to check that the course appears on his/her schedule and that his/her name appears on the professor's course roster.

COLLEGE OF SCIENCE AND HEALTH

The College of Science and Health utilizes the waitlist function for most of its courses. Students attempting to add to a waitlisted course are encouraged to review the waitlist policy before enrolling on the waitlist. The waitlist allows students to be auto-enrolled in a closed class when a seat becomes available before the "Last Day to Add a Class". Auto-enrollment occurs hourly during the first week of registration and two times per day until the last day to add a class. For more information on how the waitlist works see: <http://sr.depaul.edu/MyLinks/Waitlist/index.asp>

Closed Classes:

Students requesting to be added to a closed class must have instructor approval prior to the last day to add. The instructor may authorize an exception and communicate this via email to CSHregistration@Depul.edu and include the following information:

1. Student's first and last name
2. Student's ID #
3. Course (Department prefix and catalog number)
4. Section #
5. 5-digit class #
6. Professor statement of granting enrollment

Note: The CSHRegistration email account is for instructor and staff use only. Emails sent to this account by students will not be reviewed.

Any requests received for CSH courses after the last day to add must be sent by the instructor to CSHexceptions@Depaul.edu. Requests will be reviewed on an individual basis by the CSH Exceptions Committee. The requestor will be notified if the request is approved or denied.

EDUCATION CHECKPOINT PHASES

The Illinois State Board of Education has mandated that institutions must have an assessment system in force to evaluate candidates in teacher education programs. Four phases, or checkpoints, must be in place.

- Admission to the College of Education/Professional Education Unit (called Advanced Standing)
- Admission to student teaching
- Successful completion of student teaching
- Recommendation for certification

Please view each of these items within this guide for more information about completing each phase.

ADVANCED STANDING

At DePaul you are admitted to the College of Education as a Pre-Education Teacher Candidate and progress to an Advanced Standing Candidate. The Advanced Standing requirement applies to any student seeking teacher certification.

Pre-Education Teacher Candidate: During this stage you take courses in pre-education which give you an introduction to the field of education. Undergrads should also take Liberal Studies and Learning Domain courses. Graduate students can also take general education or content area courses. Secondary graduate students should meet with a content advisor for an evaluation during this time.

Advanced Standing Candidate: Advanced education courses require that you have Advanced Standing. To qualify for Advanced Standing you must meet the requirements listed below. Registration in Advanced Standing courses is limited to individuals who have satisfied the requirements. It is strongly recommended that you work toward accomplishing these requirements in your first few quarters at DePaul so that you can proceed toward Advanced Standing courses.

Undergraduate Requirements	Graduate Requirements
Pass the Illinois Basic Skills Test or TAP	Pass the Illinois Basic Skills Test or TAP
DePaul cumulative GPA of 2.50	DePaul cumulative GPA of 3.00
Pass EDU 025 Basic Technology Literacy	Pass EDU 025 or SCG 025 Basic Technology Literacy
Earn a minimum of 48 quarter hours at DePaul (or 8 quarter hours at DePaul for transfer students)	Earn a minimum of 8 quarter hours at DePaul
Submit Petition for Advanced Standing to the Advising Office	Submit Petition for Advanced Standing to the Advising Office

Until you have met these additional criteria and completed the Petition for Advanced Standing, you will be designated as a pre-education teacher candidate. You may take only a limited number of pre-education classes until you have been granted advanced standing. These criteria apply to all College of Education students. Fitness Management majors need not pass the TAP or EDU 025, but still must meet GPA requirements and submit the petition form.

There is no time limit to meet these criteria and apply for full admission to the College of Education/Professional Education Unit; however, you may take only a limited selection of education classes until you have done so. You may continue to take courses needed to remove deficiencies in content area requirements until you reach Advanced Standing.

The Petition for Advanced Standing form is available in the Advising Office (SAC 481) and on the COE website:

http://education.depaul.edu/StudentResources/Docs/Forms/petition_for_advanced_standing.pdf

If there is a concern about meeting above requirements, see the exception forms for more details.

Only completed petitions will be accepted.

CERTIFICATION TESTS & SCHEDULE

All teacher applicants in the State of Illinois are required to complete three (3) certification tests. These tests are: Test of Academic Proficiency (TAP), Content Area Test, and Assessment of Professional Teaching (APT) Test. Each test is required at a different phase of your program and all tests must be completed to be eligible for a teaching certificate.

To register for any of the tests, go to <http://www.il.nesinc.com/>.

All tests are valid for 5 years from the date the test was taken. An overall passing score is all that is needed for each test, but we encourage you to do your best on each test. For each test there is a study guide that includes an overview of the test, test objectives, and a practice test. The Academic Success Center (SAC 303) offers a variety of study sessions each quarter for several of the certification tests. Please view the ASC website each quarter for a list of the dates.

The TAP costs \$99 for all four subtests, plus a processing fee of \$26 (paid once for each test date). The APT and Content Area tests cost \$60, plus a processing fee of \$26 (paid once for each test date). Late registration and emergency registration charges an additional fee.

TEST OF ACADEMIC PROFICIENCY (TAP) FORMERLY CALLED BASIC SKILLS

This test will evaluate you on reading comprehension, language arts, writing, and math. The math component includes integers, fractions, decimals, algebra and geometry, data analysis, and patterns.

All students must pass this test to qualify for advanced standing.

For undergraduates, it is recommended that you take the test in your Freshman year. If you need any skill building math courses, take the test soon after you complete these. If you place directly into LSP 120, you can take the test at any time during your first year. Transfer students should talk with an advisor regarding their comfort level with math and may desire to utilize the review sessions offered by the Academic Success Center.

For graduate students, take this test immediately upon being accepted to DePaul. It should be taken no later than your first quarter.

Although the Test of Academic Proficiency consists of four subtests, the Test of Academic Proficiency is considered one test under the ILTS Test Attempt Limit policy. Each attempt of all or part of the Test of Academic Proficiency counts toward the five-time total test attempt limit for that test. However, if you have previously taken one or more Basic Skills subtests and are now taking the Test of Academic Proficiency, your Basic Skills attempts do not count toward your Test of Academic Proficiency attempts, even if you passed one or more Basic Skills subtests and those scores are being applied to the Test of Academic Proficiency.

Examinees will not be required to complete subtests they have already passed. Remember, though, that if you take one subtest in a single subtest session that single subtest session counts toward the five-time total test attempt limit. You will not have five attempts for each subtest if you register for separate subtest sessions.

CONTENT AREA TEST

This test assesses your knowledge of the subject in which you intend to teach and are pursuing your teaching certificate. In general, choose the test that matches your major (i.e. Elementary majors choose the Elementary Ed test, Secondary Chemistry choose the Science-Chemistry test, Secondary English choose the English Language Arts test). Test objectives will be different for each area, so be sure to review the study guides and do a thorough review before taking the test.

Note: all Secondary Social Science majors must choose the Social Science-History test. You can take additional social science tests, however it is the history test that is necessary for you to qualify for the certificate.

All students must pass this test before student teaching. It is recommended that you plan to take the test two quarters before you plan to student teach (i.e. if you are student teaching in spring quarter, plan to take the test in the September prior to student teaching).

ASSESSMENT OF PROFESSIONAL TEACHING (APT) TEST

This test is going to determine if you have the skills necessary for successfully being a classroom teacher. Among the test objectives are assessment, instruction planning and delivery, managing the learning environment, professionalism, language arts, and educational technology.

All students must pass this test before finishing student teaching. It is recommended that you plan to take this test in the quarter BEFORE you student teach. This way, you can focus on completing your student teaching without having to worry about this test. If you do not complete this test on this timeline, it will delay your eligibility for certification.

Note: students in WLE (world language education) must take the K-12 APT test. Also, WLE students must pass the OPI (Oral Proficiency Interview) before student teaching. See your advisor or consult the COE webpage for details.

ILTS Testing Schedule for 2012-2013

<i>Test Date</i>	<i>Registration Deadline</i>	<i>Late Registration Deadline</i>	<i>Test Reported</i>
Sept 8, 2012	August 17, 2012	N/A	Oct 5, 2012
Nov 10, 2012	Sept 28, 2012	Oct 19, 2012	Dec 7, 2012
Feb 9, 2013	Dec 28, 2012	Jan 18, 2013	March 8, 2013
April 13, 2013	March 1, 2013	March 22, 2013	May 10, 2013
June 1, 2013	April 19, 2013	May 10, 2013	June 28, 2013
July 6, 2013	May 24, 2013	June 14, 2013	Aug 2, 2012

The TAP is administered exclusively as a computer-based test and is not offered at paper-based test administrations. Please go to <http://www.il.nesinc.com/index.asp> to register for all ILTS tests.

FIELD EXPERIENCES

Each of the teacher education programs require supervised field experiences with students in schools. These field experience hours are included as course assignments in specific courses in your academic program. The minimum number of required hours varies by program. You are required to complete Level I and Level II field experiences prior to student teaching.

Examples of field experiences include assisting teachers, administering assessments, tutoring individual students, or teaching in small and large group settings. As part of field experience training, students are expected to practice in a variety of settings and grade levels.

Field experiences must be completed in at least three different schools with a minimum of fifteen hours with each grade level/program category for which certification is being pursued.

- Elementary Education students must complete at least 15 hours each in grades K-2, 3-5, and 6-8.
- Secondary education students must complete at least 15 hours each in grades 6-7, 9-10, and 11-12.
- Dual Certification students must complete at least 15 hours each in K-2, 3-5, 6-8 in regular classrooms, and at least 15 hours in K-2, 3-5, 6-8, 9-10, and 11-12 in special education classrooms.
- World language students must complete at least 15 hours each in grades K-2, 3-5, 6-8, 9-10, and 11-12.

Students are required to complete a specified number of hours with exceptional children and in a multicultural setting.

Field experiences must be completed in a classroom setting while school is in session and students are present. Field experiences must be unpaid. This also applies for student teaching. Your experiences must be supervised by a fully certified professional educator. Professional behavior and dress are expected at all times.

COURSES, HOURS AND LEVELS

The charts below indicate the courses that require field experiences, number of hours, and level of experience (I or II). The courses in each program appearing in bold are the designated formal evaluation points. Faculty teaching all sections of these courses must enter an Online Faculty Evaluation of student performance online (through FEDS) at the end of the designated quarter.

All students are required to document their field experiences in the Field Experience Documentation System (FEDS). The system provides important data to the Office of Field Experiences and Student Teaching in determining whether a candidate has met the field experience requirement when applying for admission to student teach. All field experience hours must be completed and recorded by the end of the assigned experience. You can find FEDS online at: <https://robin.depaul.edu/clinicalexp/login.asp>.

Remember, the more experiences you have prior to beginning your student teaching will only serve to benefit you and your future students. You are not limited to the hours below and can certainly seek out additional experiences.

UNDERGRAD ELEMENTARY

SCU 339	Philosophy and Psychology of Middle Level Education	10-15 hours / Level I
LSI 346	Strategies for Mainstreaming and Inclusion	10 hours / Level I
EE 281	Introduction to Elementary Education	20 hours / Level I
EE 317	Physical Education and Classroom Management	15 hour / Level II
EE 324	Reading/Language Arts in the Early Years	20 hours / Level II
EE 326	Reading/Language Arts in Intermediate and Middle Grades	20 hours / Level II
EE 333	Teaching and Learning Elementary School Mathematics	20 hours / Level II
EE 334	Elementary Science Inquiry Teaching Strategies	20 hours / Level II
EE 344	Art and Music in the Elementary School	10 hours / Level I
EE 355	Methods: Contemporary Teaching of Social Studies	20 hours / Level II
		165-170 hours total

UNDERGRAD SECONDARY

SCU 339	Philosophy and Psychology of Middle Level Education	10 hours / Level I
LSI 346	Strategies for Mainstreaming and Inclusion	10 hours / Level I
SEC 325	Literacy in the Content Areas	20 hours / Level II
SEC 363	Orientation to Secondary Teaching as a Profession	20 hours / Level I
SEC 364	Methods: Curriculum and Instruction in Secondary Schools	20 hours / Level II
Special Methods Courses (courses below are dependent on your major)		
SEC 309	Teaching and Learning Secondary School Mathematics	20 hours / Level II
SEC 310	Teaching History and Social Sciences in Secondary Schools	20 hours / Level II
SEC 326	Teaching Writing	15 hours / Level II
SEC 328	Teaching Literature	15 hours / Level II
SEC 329	Teaching Young Adult Literature	15 hours / Level II
SEC 339	Teaching Science in the Secondary School	20 hours / Level II
SEC 349	Teaching Foreign Language	20 hours / Level II
SEC 365	Visual Arts Education I: Histories of Looking	
SEC 366	Visual Arts Education II: Arts and Pedagogy	
		100 hours total

UNDERGRAD EARLY CHILDHOOD

ECE 091	Clinical Experience with Infants and Toddlers	25 hours / Level I
ECE 092	Clinical Field Experience with Families	25 hours / Level I
ECE 093	Clinical Field Experience with Preschoolers	25 hours / Level II
ECE 094	Clinical Experience in Primary Grades	25 hours / Level II
ECE 306	Understanding Children's Behaviors (special ed clinical)	15 hours / Level I
ECE 309	Exceptional Child Growth and Development (special ed clinical)	15 hours / Level II
EE 324	Emerging Reading & Language Arts	20 hours / Level II
EE 331	Math and Science in Early Childhood	20 hours /
ECE 383	Linguistic Practicum in Early Childhood	300 hours /
		445 hours total (145 hours in ECE; 300 hours in bilingual/ESL)

UNDERGRAD PHYSICAL EDUCATION – TEACHING CONCENTRATION

PE 111	Motor Development Across the Lifespan	5 hours / Level I
PE 151	Gymnastics	5 hours / Level I
PE 187	Basketball	5 hours / Level I
PE 341	Historical & Philosophical Foundation of PE, Sports & Fitness	10 hours / Level I
PE 346	Organization and Administration of PE	10 hours / Level I
PE 360	Ed Psych & Measurement of Learning in PE, Sports & Fitness	10 hours / Level I
PE 374	Adapted Physical Education	15 hours / Level I
PE 390	Psychosocial Aspects of Exercise and Sport	10 hours / Level I
PE 317	PE & Classroom Management in Elementary Schools	20 hours / Level II
PE 372	Curriculum & Instruction in Secondary Schools	20 hours / Level II
		110 hours total

UNDERGRAD PHYSICAL EDUCATION – SPORT & FITNESS MGMT CONCENTRATION

PE 111	Motor Development Across the Lifespan	5 hours / Level I
PE 341	Historical & Philosophical Foundation of PE, Sports & Fitness	10 hours / Level I
PE 346	Organization and Administration of PE	10 hours / Level I
PE 360	Ed Psych & Measurement of Learning in PE, Sports & Fitness	10 hours / Level I
PE 362	Fitness Testing Measurement & Prescription	10 hours / Level II
PE 374	Adapted Physical Education	15 hours / Level I
PE 390	Psychosocial Aspects of Exercise and Sport	10 hours / Level I
PE 380	Pre-Requirement for Internship	30 hours (10 at 3 sites)
PE 372	Curriculum & Instruction in Secondary Schools	20 hours / Level II
		110 hours total

GRADUATE ELEMENTARY

SCG 439	Philosophy and Psychology of Middle Level Ed (optional course)	10 hours / Level I
LSI 446	Psychology & Education of the Exceptional Child	15 hours / Level I
T&L 404	Introduction to Elementary Education	15 hours / Level I
T&L 412	Emerging Reading and Language Arts	15 hours / Level II
T&L 413	Reading/Language Arts in the Middle Grades	15 hours / Level II
T&L 415	Teaching and Learning Elementary School Science	15 hours / Level II
T&L 416	Teaching and Learning Elementary School Mathematics	15 hours / Level II
T&L 418	Learning Through the Arts	10 hours / Level I
T&L 419	Curriculum and Strategies: Social Studies	15 hours / Level II
T&L 422	Classroom Assessment	10 hours / Level I
		135 hours total

GRADUATE SECONDARY

SCG 439	Philosophy and Psychology of Middle Level Ed (optional course)	10 hours / Level I
LSI 446	Psychology & Education of the Exceptional Child	15 hours / Level I
T&L 424	Introduction to Secondary Education	15 hours / Level I
T&L 425	Curriculum and Instruction in Secondary Schools	15 hours / Level I
T&L 525	Reading, Writing & Communicating Across the Curriculum	20 hours / Level II
Special Methods Courses (courses below are dependent on your major)		
T&L 426	Teaching Writing	15 hours / Level II
T&L 428	Teaching Literature	15 hours / Level II
T&L 429	Teaching Young Adult Literature	15 hours / Level II
T&L 436	Teaching and Learning Secondary School Mathematics	35 hours / Level II
T&L 439	Methods of Secondary Science Education	35 hours / Level II
T&L 449	Teaching Modern Languages	35 hours / Level II
T&L 453	Teaching History and Social Science in Secondary Schools	35 hours / Level II

T&L 465	Visual Art Education I: Histories of Looking	
T&L 466	Visual Arts II: Pedagogy	
		100-140 hours total

GRADUATE EARLY CHILDHOOD

T&L 400	Clinical Experience with Infants and Toddlers	25 hours / Level I
T&L 401	Clinical Experience in Early Language and Literacy Development	25 hours / Level II
T&L 402	Clinical Field Experience with Preschoolers	25 hours / Level II
T&L 403	Clinical Experience in Primary Grades	25 hours / Level II
T&L 423	Understanding Children's Behaviors (special ed clinical)	15 hours / Level I
		130 hours total

EDU 095 FIELD EXPERIENCE COURSE REGISTRATION

All teacher education students are required to complete field experience hours. Students will be registered for EDU 095 during student teaching to indicate on your transcripts the completion of the required field experience hours. It is a zero credit course and does not require attendance, assignments, or tuition. For undergraduates, the completion of field experience hours satisfies the university internship requirement of "experiential learning" as part of the junior year core. The grade assigned to EDU 095 is a "pass" grade and does not impact the GPA.

STUDENT TEACHING

Student Teaching is the culminating clinical experience in your program. However, being able to student teach in the quarter that you plan is dependent solely on the progress you make toward meeting all academic and clinical requirements for student teaching. In order to advance to student teaching, a student teacher candidate must have a minimum of a cumulative GPA of 2.50 and 2.75 GPA in major coursework (undergraduate) or 3.00 (graduate); completion of all academic coursework; three online Faculty Evaluations for Student Teaching; and successful completion of the Basic Skills Test and the Content Test. Students need to have taken and passed the APT Test in order to be certified.

Student teaching consists of teaching full-day, five days per week and spans one academic quarter (10 weeks for Elementary Education and Secondary Education students; 12 weeks for Early Childhood Education and Physical Education students; 16 weeks for Dual Certification students). Students may not act as a substitute teacher or accept payment from their student teaching placement site. A capstone (for undergraduate students) or seminar (for graduate students) course accompanies the student teaching experience and meets once a week every week throughout the quarter. Students are assigned a cooperating teacher (on-site) and a university supervisor (DePaul faculty) and a capstone (for undergraduate students) or seminar instructor (for graduate students) to monitor their progress.

The quarters and years listed below (i.e. Spring 2013) refer to the quarter in which you intend to student teach. If you are unsure of this date, please consult with your advisor.

For additional detailed information about student teaching experience, site selection, expectations, etc., please go to the Student Teaching website at <http://education.depaul.edu/CurrentStudents/StudentTeaching/index.asp>

Final approval for student teaching is a three-stage process.

STAGE 1 - STUDENT TEACHING APPLICATION

The process to apply for student teaching begins one year prior to the actual student teaching date. All student teaching candidates, undergraduate and graduate, must attend a mandatory informational meeting before completing the initial application to student teach. This meeting will be offered at the Lincoln Park Campus. The following dates represent the timeframe in which these meetings will take place. The meetings will take place the first week of October for Fall student teachers, and the second week of January for Winter and Spring student teachers. Meeting dates and times will be available at the Lincoln Park campus. The applications of student teaching candidates who do not attend this meeting will not be processed.

****Please check the COE website for any updates regarding 2012-2013 meeting dates.***

Mandatory Meetings for Fall 2013 Student Teachers		
Monday, Oct 1, 2012	4:00pm-5:00pm 5:30pm-7:00pm	LPC Student Center, Room 325
Tuesday, Oct 2, 2012	4:00pm-5:00pm 5:30pm-7:00pm	LPC Student Center, Room 325
Wednesday, Oct 3, 2012	4:00pm-5:00pm 5:30pm-7:00pm	LPC Student Center, Room 325
Thursday, Oct 4, 2012	4:00pm-5:00pm 5:30pm-7:00pm	LPC Student Center, Room 325
Saturday, Oct 6, 2012	10:30am-12:00pm	LPC O'Connell, Room 360
Saturday, Oct 13, 2012	10:30am-12:00pm	LPC O'Connell, Room 360

Mandatory Meetings for Winter 2014 or Spring 2014 Student Teachers		
Jan 14, 15, 16, 17, 2013	4:00pm-5:00pm 5:30pm-7:00pm	LPC Student Center, Room 314 A&B
Saturday, Jan 19, 2013	10:30am-12:00pm	LPC O'Connell, Room 360
Saturday, Jan 26, 2013	10:30am-12:00pm	LPC O'Connell, Room 360

Application Deadlines

Student Teaching in...	Application Deadline is...
Fall 2013	November 9, 2012
Winter 2014	February 15, 2013
Spring 2014	February 15, 2013

Documents Required for Application

- Student Teaching Application (located on EdTrack)
- Three copies of transcripts
- Three copies of teaching resume
- Three copies of writing sample or cover letter (optional)

Submit all of these documents in the folder given at the respective Mandatory Meeting by the deadline above to the Office of Field Experience and Student Teaching in SAC 481.

You may enter two school choices on EdTrack when completing the application. If both school choices are denied, the Student Teaching office will place you at an appropriate school.

Note: completing the student teaching application does not guarantee approval for student teaching. Students who have not met all of the academic and field experience requirements for clearance to student teach will not be granted approval. A student may be placed in a school, but will not be able to student teach until all requirements are complete (stages I, II, and III).

STAGE 2 - STUDENT TEACHING ACADEMIC CLEARANCE

After you have submitted your student teaching application, your academic advisor will review all of your requirements to determine if you are prepared to student teach. After this review, the advisor will mail to you an audit of your requirements. Please pay attention to any outstanding requirements and contact your advisor immediately to resolve the issues. Students who have not met ALL academic requirements will not be considered for stage 3.

The audit will be conducted to determine if you have completed the following:

Undergraduates

- All coursework completed or in progress (including M and IN grades resolved; transfer credit posted)
- Pass TAP & Content Area Test
- 2.50 DePaul cumulative GPA and 2.75 GPA in education and content area/major field courses
- Grade of C or better in education courses
- Pass OPI (world language majors only)

Graduates

- All coursework completed or in progress (including M and IN grades resolved; transfer credit posted)
- Pass TAP & Content Area Test
- 3.00 DePaul cumulative GPA
- Grade of C or better in education courses
- Pass OPI (world language majors only)

Deadlines for all academic requirements to be complete:

Student Teaching in...	Academic Clearance Deadline is...
Fall 2013	March 1, 2013
Winter 2014	June 1, 2013
Spring 2014	November 1, 2013

STAGE 3 - APPROVAL TO STUDENT TEACH

Once you have received academic clearance for student teaching, you must provide evidence of the following:

Documents Required

- TB Test - Negative results required (bring in to SAC 481 or fax to 773-325-4744)
- Completion of Field Experience hours (FEDS) as required per program
- 3 positive online Faculty Evaluations for Student Teaching (verify through FEDS)

Deadlines for above Stage 3 documents:

Student Teaching in...	Student Teaching Approval Deadline is...
Fall 2012	August 1, 2012
Winter 2013	December 1, 2012
Spring 2013	March 1, 2013
Fall 2013	August 1, 2013
Winter 2014	December 1, 2013
Spring 2014	March 1, 2014

STUDENT TEACHING EVALUATION

All candidates will be evaluated during student teaching by the DePaul faculty member who is supervising the experience and also by the cooperating teacher. In addition to receiving a passing grade in the course, requirements for exit from student teaching are:

- Satisfactory rating by supervisor or cooperating teacher on standards-based student teaching evaluations.
- Grade of B- or better in student teaching.
- Acceptable performance on student teaching portfolio (based on a portfolio rubric).
- Satisfactory letter of recommendation by student teaching supervisor. The letter will discuss the candidate's performance on the performance standards that reflect the learning outcomes of the School's conceptual framework.

GRADUATION REQUIREMENTS

All individuals seeking their Bachelor's or Master's degree must meet the requirements for the degree and submit an application for degree conferral. Participation in the graduation ceremony (called Commencement) is optional.

HOURS REQUIRED FOR GRADUATION

Undergraduates must have a minimum of 192 quarter hours and also take all required courses. Some majors (biology, chemistry, environmental science, physics, physical education, and fitness management) require more than 192.

Graduates must have a minimum of 56 quarter hours at the graduate level and also take all required courses.

GPA REQUIRED FOR GRADUATION

Undergraduates must have a cumulative GPA of 2.50 to be eligible for the degree. Coursework at other colleges that is transferred does not contribute toward your DePaul GPA.

Graduates must have a cumulative GPA of 3.00 to be eligible for the degree. Coursework at other colleges that is transferred does not contribute toward your DePaul GPA. Coursework that is taken at the undergraduate level at DePaul (100 or 200 level if taken as a graduate student) does not contribute toward cumulative credit or DePaul GPA.

RESIDENCY REQUIREMENT

Undergraduates must complete the following at DePaul: the final 60 quarter hours, one-half of the credit earned in the major, one half of the credit for the minor, and all courses in the senior year.

DEGREE CONFERRAL APPLICATION

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II). It is your responsibility to initiate the degree conferral application process by submitting an online application.

To apply for degree conferral online log on to Campus Connection
Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL
On screen instructions will take you through the application process.

Application Requirements

Submitting a degree conferral application means that you intend to finish your degree requirements by the end of the term for which you have applied. After submitting the application, registration access is prohibited for all terms following the term selected in the application.

Apply for the quarter that you will be registered in your final class. Undergraduates, graduate Elementary, and graduate Early Childhood students should apply for the quarter in which you will be student teaching or completing your internship. Graduate Secondary students should apply for the quarter you plan to take your final induction course. If you are unsure, check with your advisor.

Ultimately, it is your responsibility to ensure that all degree requirements are complete. You should maintain regular communication with your assigned academic advisors concerning the completion of degree requirements. All degree requirements must be complete by the degree conferral date, including the resolution of all incomplete (IN), missing (M), and continuing research (R) grades. Papers are due to faculty advisors far in advance of the degree posting date. Individuals transferring courses must submit official transcripts by the last date of the quarter. Make sure you submit documents on time or you will not be eligible for degree conferral until the next posting date.

Graduate students pursuing a thesis must finish the thesis in the quarter selected in the application. You must decide between a M.Ed. degree (without thesis) or a M.A. (with thesis) before applying for degree conferral.

Application Deadlines

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

Degree Posting Timeline

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar at <http://oaa.depaul.edu/what/calendar.jsp>.

Degree Eligibility

Undergraduate students must be approved for student teaching and complete student teaching and capstone (or internship) to be cleared for the degree.

Graduate students are eligible for degree conferral when all degree requirements are completed (degree requirements vary by program - check with your advisor).

Outstanding Grades

Students that have outstanding grades such as "R", "M", or "IN" for courses that are not required for completion of the degree will be asked to provide a written statement indicating that they acknowledge the grade will become permanent upon awarding of the degree. The grades cannot be resolved at a later time. Students that wish to resolve any outstanding grades will need to do so before applying for degree conferral.

COMMENCEMENT CEREMONY

DePaul holds one [commencement ceremony](#) each year in June. If you intend to participate in the June ceremony you must first apply for degree conferral for the current academic year and then submit a cap and gown order. In order to verify completion of all requirements and to have time to print the Commencement Program, we must have your application for the ceremony by the deadline below.

The deadline for submitting the application & cap and gown order for the 2013 ceremony will be April 15, 2013.

To order your cap and gown, visit the Hreff-Jones website at <http://www.herffjones.com/college/depaul/>

Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final gpa is not determined at the time of the ceremony.

Ceremony Participation Requirements

Undergraduate students must complete all coursework and have student teaching complete or in progress. Undergraduates planning to student teach the fall quarter AFTER the commencement ceremony, are eligible to participate, however, participation in the ceremony is not an indicator that all degree requirements have been met*. All individuals must submit both a degree conferral application and a commencement ceremony application.

Graduate students must complete all courses or have 1 course that can realistically be completed the summer immediately after the ceremony. M.A. degree students must have the thesis completed to be eligible to participate in the commencement ceremony. All individuals must submit both a degree conferral application and a commencement ceremony application.

*This will no longer be an option beyond the 2013 Commencement ceremony.

HONORS AND DISTINCTION

Undergraduate students - determination for honors is based solely on the 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

Graduate students in Elementary, Secondary, Early Childhood, and World Language Education

- M.Ed. degree - determination for distinction is based solely on the cumulative grade point average. A cumulative GPA of 4.000 is required for distinction on the degree.
- M.A. degree - thesis paper must be submitted to the distinction committee and distinction must be awarded by the committee to receive distinction on the degree.

DEGREES

Undergraduate degrees are based solely on the major.

- Bachelor of Arts (B.A.) - Chinese, English, French, German, History, Italian, Japanese, Math*, Social Science, Spanish, and Visual Arts
- Bachelor of Science (B.S.) - Biology, Chemistry, Early Childhood, Elementary, Environmental Science, Math*, and Physics
- Bachelor of Science in Physical Education (B.S.P.E.) - Physical Education (Teaching) and Sport and Fitness Management

*Math majors automatically qualify for the B.A. degree. To qualify for the B.S. degree, you must take an additional science course.

Graduate degrees are based solely on the completion of requirements. All Teaching and Learning graduate students automatically qualify for the Master of Education (M.Ed.) degree. To qualify for the Master of Arts (M.A.) degree, you must complete a thesis.

TRANSCRIPTS

Transcripts are a legal verification of the awarding of your degree. DePaul's currently policy allows each student and alumni ten (10) free official transcripts per fiscal year (July 1 through June 30). Unofficial transcripts are free and unlimited.

To order transcripts, log on to [Campus Connection](#). Select FOR STUDENTS, then RECORDS AND REGISTRATION, then TRANSCRIPT - OFFICIAL.

If you have applied for degree conferral, please check your unofficial transcript to verify the awarding of your degree before ordering official transcripts.

DIPLOMAS

Diplomas are automatically ordered at the time your degree is posted and mailed to you. However, names and addresses are generated several weeks in advance of the mailing. If you change your name or address, you must indicate your new address on campus connection several weeks in advance of the end of the quarter.

To update your information, see the procedures listed on the Student Records webpage at:

<http://sr.depaul.edu/PersonallInfo/PersonallInfo/index.asp>

HONORS CONVOCATION

During the week of the commencement ceremony, the College of Education holds an Honors Convocation to recognize those graduates who have excelled in their programs. Invitations are extended to undergraduate and graduate students who have excelled in their studies.

CERTIFICATION

College of Education programs lead to state teacher certification. However, certification is not automatic upon completion of a program. In addition to meeting all program requirements, and passing all required state tests, the student must complete an official state application form. The application forms and instructions will be provided during student teaching. The application will be reviewed and held until satisfactory completion of all requirements, including student teaching, has been verified.

The Illinois State Board of Education (ISBE) requires that a candidate for certification pass three tests:

- Test of Academic Proficiency (TAP)
- Content Area Test
- Assessment of Professional Teaching (APT) Test

A passing TAP score is also a requirement for Advanced Standing.

A passing content area test score is also a requirement for academic clearance for student teaching.

Assessment of Professional Teaching is required for all individuals applying for state certification.

Recommendation for certification is made by the College of Education Certification Officer. Candidates must complete an approved program and pass all Illinois Certification Tests. Once all requirements have been verified the Certification Officer will notify ISBE that certification requirements have been met and the approved application will be returned to the candidate to submit to the Regional Office. Students will also have the option of applying online via the Educator Credential System (ECS) at <http://isbe.net/ecs>.

ENDORSEMENTS

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school. Consult with your advisor if you are interested in pursuing an endorsement or fill out an endorsement evaluation request form. Request forms are available at http://education.depaul.edu/CurrentStudents/Policies_Handbooks/Forms_Library.asp.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, view their website: http://www.isbe.net/certification/requirements/endorsement_assignment.htm.

DePaul can evaluate you on a select number of endorsement areas (areas in which DePaul offers certification programs). If you desire an endorsement in additional areas, you will need to apply for an evaluation directly to ISBE after you receive your teaching certificate. The areas that DePaul evaluates include:

- Middle School areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish
- High School areas: Arabic, art, Chinese, English language arts, French, German, Italian, Japanese, math, science-biology, science-chemistry, science-environmental science, science-physics, social science-history, and Spanish

Note: DePaul will also evaluate for Bilingual Education and English as a Second Language (ESL) for students who have completed all BBE courses at DePaul. If you have completed coursework elsewhere, you must apply directly to ISBE.

Endorsements After Being Certified

Individuals can qualify for endorsements at any point after being certified. After you are certified, all endorsement requests must be submitted directly to ISBE. Their review process requires an application, application fee, and official transcripts. A normal review can take up to 60 days. If you qualify for the endorsement, it will be added to your certificate credentials listed on ECS (www.isbe.net/ecs). If you do not qualify, you will be sent a letter indicating specifically what your deficiencies are for the endorsements requested. Note: if you are not certified, you must go through DePaul to request an endorsement evaluation. Then, once you are certified, you must go through ISBE for the evaluation. For more info on the ISBE process and to access their application, visit <http://www.isbe.net/certification/html/endorsement.htm>.

Early Childhood Endorsements/Approvals (applicable to ECE majors only)

Students in the ECE program receive a Type 04 certificate that entitles them to teach from birth to grade three. In addition, individuals that complete their certification program at DePaul are qualified for the ECE Special Education approval. This enables the individual to teach special education in preschool only and does not include any other grade or age level. To qualify to teach special education at the primary grades and to become “highly qualified” in special education, the individual needs to complete a LBS1 (Learning Behavioral Specialist 1) program to earn either an endorsement or a certificate.

Undergraduate ECE majors that began the program in 2009-2010 or later will qualify for a bilingual endorsement or ESL (English as a Second Language) endorsement on the certificate, applicable to the grade range of the certificate. To qualify, students must complete the full sequence of 7 courses, and for the bilingual endorsement pass a standardized test for the non-English language.

Middle School Endorsement Requirements

To qualify for most middle school endorsements, you must take either SCU 339 or SCG 439 and have at least 18 semester hours (27 quarter hours) in a teachable subject area. ISBE does not specify exact course requirements for most areas, however, it is in your best interest to take courses that will best inform you as a teacher for that area. For example, if the area is art, you should have some drawing, painting, sculpture, art history, and digital media courses. Some areas, including math, have very specific requirements. It is best if you consult with your advisor to determine the courses best for you.

High School Endorsement Requirements

To qualify for a high school endorsement, you must have 24 semester hours (48 quarter hours) and pass the content area test for that subject. High school endorsements for all sciences and social sciences (including history) require 32 semester hours (48 quarter hours) as well as the content area test for that subject. As with most middle school areas, ISBE does not define exact course requirements for the required hours. It is in your best interest to complete coursework that is similar to courses required for a major in that field. For example, if the area is English Language Arts, you should have classes in poetry, Shakespeare, grammar, American literature, British literature, and writing. You can also consult the test objectives for the content area test to identify the areas you will need to have knowledge of for the test and also inform your teaching of the subject.

Note About Science and Social Science Endorsements

The current certificate and endorsement structure for both sciences and social sciences require that you have broad knowledge about the overall field as well as specific comprehension of the individual subject.

Note About Foreign Language Endorsements

At the high school level only, endorsements for foreign languages require 20 semester hours (30 quarter hours) plus the content area test for the language. Students in the WLE program may qualify for additional language endorsements at the primary, middle school, or high school levels (additional endorsements are not K-12).

Endorsement Course Levels

Both undergraduate and graduate courses can apply toward endorsement requirements. Courses can be taken at a junior college, university, or through online credit, however, make sure that the institution where you take your courses is an accredited college.

HIGHLY QUALIFIED

No Child Left Behind (NCLB) is an act passed by Congress to ensure that there are higher standards and greater accountability in the nation's school systems. Highly Qualified is the term NCLB uses for a teacher who proves that he or she knows the subjects he or she is teaching, has a college degree, and is state certified. No Child Left Behind requires that children are taught by a Highly Qualified teacher in core academic subjects.

The law requires that all teachers of core academic subjects in the classroom be highly qualified. This is determined by three essential criteria: 1. attaining a bachelor's degree or better in the subject taught; 2. obtaining full state teacher certification; and 3. demonstrating knowledge in the subjects taught.

In Illinois this means that teachers must have an endorsement in the subject area they are teaching listed on their certificate and they must also pass the content area test for that area. Veteran teachers can verify their experience through another method called HOUSSE.

What this means is that it is to your advantage to ensure that you are highly qualified in the subjects you intend to teach and pursue jobs. Principals and Superintendents will view a candidate more favorably if s/he has the Highly Qualified credentials. This is not to say that you cannot get a job without it, as some schools will hire you with the expectation that you will achieve highly qualified status within a few years.

Note: Elementary education majors will be highly qualified in all the subjects taught at the elementary education level, provided instruction is self-contained and not departmentalized. Also, majors in biology, chemistry, environmental sciences, history, physics, and social sciences are highly qualified in all the science/social science areas by virtue of completion of the science or social science content test. You may take the test in additional science or social science areas to receive an additional designation (to teach AP or honors in the subject) but additional tests are not required to be highly qualified.

CERTIFICATION PROCEDURES

When the advising office has determined that you have completed all the requirements for certification (courses, non-course requirements, certification tests, field experiences, student teaching) your information will be directly communicated to the Illinois State Board of Education (ISBE). Once this information has been submitted (called an "entitlement notification") you will be contacted by the advising office with the detailed steps to apply for your teaching certificate.

All individuals are required to submit an application to ISBE (either online or with a paper application) as well as pay the application fee (\$50) and submit official transcripts from all colleges attended, including DePaul. Individuals who are not US citizens, or who have a criminal background are required to apply via the paper application. Applicants must also register their certificates (additional fees apply) in order to maintain an active certificate.

CERTIFICATION IN OTHER STATES

Upon completing the certification program at DePaul, you qualify for a certificate in the State of Illinois. To obtain a certificate in another state, individuals must contact the Department of Education in the desired state to determine the requirements specific to that state. Illinois certificates do not currently have reciprocity with other states. Every state has different requirements and some may require fingerprinting, background checks, additional classes or tests, or a course-by-course analysis of your requirements.

If the application process for another state requires verification of the completion of requirements from DePaul, you will need to submit it to the Certification Officer in the College of Education. Contact the advising office at 773-325-4409 to determine the appropriate Certification Officer.

ACADEMIC HONORS

DEAN'S LIST

Any undergraduate student is eligible for the dean's list. Eligibility for the Dean's List will be determined by a grade point average of 3.500 for the academic term based on a minimum of 12 graded hours (8 hours for SNL students) not including the grades of "PA," "WA" and "W". Students who have received any grades of "IN," "M" or "R" for the term are not eligible for the Dean's list until these grades have been resolved, at which time the term grade point average will be computed.

SCHOLARSHIPS

The College of Education has various scholarships available to enrolled COE students only. The COE scholarship application period begins October 15th through December 31st for scholarships awarded the following year. All scholarship applications must be submitted through the online process. Because the award is for the following year, seniors are not encouraged to apply due to the fact that they will graduate before the award year.

Additional scholarship opportunities are available. Please consult with Financial Aid to determine other scholarships that you may qualify for and note that they may have a separate application process.

You can apply for multiple scholarships as long as you meet the criteria for each scholarship. All awards are for only one year. You must be enrolled in the College of Education and must have a declared major (undecided majors are not eligible). All essays require an online essay. If you require assistance in writing the essay, contact the Academic Success Center (773-325-2077; SAC 301) or the University Writing Center (773-325-4272; McGaw 250)

Please visit the COE website at http://education.depaul.edu/CurrentStudents/Employment_Scholar/Scholarships.asp for details and criteria for each available scholarship.

HONORS SOCIETIES

Phi Delta Kappa is the professional association for education.

COLLEGE POLICIES, RULES, AND REGULATIONS

ACADEMIC INTEGRITY POLICIES

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. This policy applies to all courses, programs, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs, internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion (cf. Section Q). Actions taken by the instructor do not preclude the college or 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.

For more information about the academic integrity policy, definitions of violations, and disciplinary procedures, visit <http://academicintegrity.depaul.edu/>.

CHANGING MAJORS

If you decide that your initial choice in a College of Education major is not the right fit for you, consult with your advisor to discuss other options or majors either within the College of Education or in another field.

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.

COURSE AVAILABILITY

All courses are not offered in all quarters. In general, T&L courses are not typically offered during the summer quarters, but may be offered on occasion.

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.

DOUBLE MAJOR

Undergraduates cannot double major within the COE or between the COE and other DPU programs.

EIGHT-YEAR 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 certification, degree, and/or content area requirements after a review of the student's transcripts. Transcripts will be evaluated based on the most-up-to-date certification, degree, and content area requirements. Courses will be evaluated at the discretion of a faculty advisor.

GENERAL EDUCATION COURSEWORK - GRADUATE CONTENT AREA PREREQUISITES

All 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 that take 300 level courses at DePaul will receive graduate credit and grades earned in 300 level classes will contribute to the graduate GPA. A form must be submitted to the advisor to gain access to 300 level classes. There is a limit depending on the major.

INCOMPLETE GRADES

Students may request an incomplete grade (IN) for a course with the instructor's permission. If it is a College of Education course, the student and instructor must fill out an incomplete form and submit it to the Associate Dean's office.

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, the incomplete will automatically convert to an "F" grade. A faculty member has the prerogative to assign a completion date earlier than the two quarter deadline and this date will supersede the previously stated two quarter timeframe.

Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of the college Exceptions Committee.

In the event that the original instructor is no longer available to grade the work, the Department Chair, where applicable, or the Associate Dean will identify the faculty member who will resolve the incomplete.

NOTE: Incomplete grades are not encouraged in the student's final two terms of study. However the exceptional cases, where an incomplete is approved in his or her final term and for students with an incomplete grade in a course from the term immediately preceding their final term of study, may result in the denial of degree conferral for that

term and the regular incomplete grade policy will then be enforced.

Students who have completed degree requirements, but have an "IN" grade that has not yet expired can elect to have the degree posted and the "IN" grade changed to a permanent incomplete, "ING." This grade is permanent and cannot be changed in the future. The student can also elect to postpone degree conferral until the "IN" is resolved.

INDEPENDENT STUDY

Independent studies are arranged only under special circumstances and are an agreement between a full-time faculty member and a student. After there is an agreement, the student must complete and sign the independent study request form (available outside SAC 481 and on the COE website). The form must then be signed by the faculty member and the Associate Dean. It is then submitted to the Associate Dean's office in SAC 467.

INDUCTION COURSEWORK - GRADUATES ONLY

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. (Effective for graduate students beginning their program in 2009-2010).

INTER-COLLEGE TRANSFER (ICT) - UNDERGRADUATES ONLY

Undergraduates seeking to change their major to Liberal Arts & Sciences, College of Commerce, Computing and Digital Cinema, School of Music, or Theater School will be required to submit an Inter-College Transfer request. The request is only available online through Campus Connection (select For Students, then Records and Registration). This request will transfer your academic file to the new college, notify your advisor, and change your major.

MINORS

College of Education students may pursue minors in any discipline with the exception of minors offered by the College of Education and minors that are in the same discipline as the major (i.e. Secondary English majors cannot minor in literature).

In order to earn a minor, a student must:

- Earn at least a grade of "C-" in each minor course and a GPA of no less than 2.0 for all courses in the minor.
- Earn at least a cumulative GPA of 2.0 for all courses applied to the minor.
- Earn a letter grade. The pass / fail option may not be selected for courses in the minor.
- Meet the following residency requirement: no more than 50% of the requirement of a minor may be fulfilled by transfer credits, AP credit, IB credit or CLEP credit.

Courses required to fulfill a minor are determined by the unit in which the minor resides. Please consult the course catalog for specifics on each minor. Course catalog is available at <http://www.depaul.edu/university-catalog/degree-requirements/Pages/default.aspx#>

MODERN LANGUAGE REQUIREMENT

Students who intend to graduate with the Bachelor of Arts (B.A.) degree will be required to demonstrate competence in a modern language. Such competence may be demonstrated in one or several ways: by completing the last course in the second-year high school sequence of any language, by achieving a score of 3 or higher on the Advanced Placement test, by a satisfactory score as determined by the modern language department on the CLEP examination, by scoring high enough on a placement test to begin the intermediate level of a language, or by taking appropriate course work. Note that CLEP scores may be used only to meet the College requirement. Credit is not awarded in Modern Language on the basis of CLEP scores.

Students who wish to or who are required to do course work beyond the introductory level in a language must demonstrate competence in that language up to the target level. This can be done by taking a placement test (if available) or by consulting with the modern language department. Students with little or no previous work in the language will be required to complete the entire three course introductory sequence. B.A. students who meet college requirements and wish to pursue further work in the language may elect the "modern language option" of the Liberal Studies Program.

While Bachelor of Science (B.S.) students are not required to demonstrate competency in a modern language, the modern language option is available to them for language study at any level.

MODERN LANGUAGE OPTION

The Modern Language Option is available to all B.A. students who wish to study a modern language beyond the level necessary to meet the college's language requirement and to B.S. students who wish to study a modern language at any level. Students selecting the option may substitute a three-course language sequence for two domain courses and one open elective. Students may use the modern language option to reduce their requirements by one course among two of the following combinations of learning domains: Philosophical Inquiry or Religious Dimensions; Understanding the Past or Self, Society and the Modern World; Arts and Literature or Scientific Inquiry (cannot substitute for the lab science requirement). Students majoring in one modern language may use the modern language option for study of a second language at the intermediate level or higher. Please see your advisor for additional information about modern language course placement.

PASS/FAIL AND AUDITING

To register for a course as pass/fail, you need to contact your academic advisor. Courses can only be taken pass/fail if they are elective courses or courses not required for the major or minor. Pass/fail grades do not count toward the GPA and you must earn a "D" or better in order to successfully complete the course. Please consult the Academic Calendar for deadlines to request the pass/fail option (typically the 2nd week of the quarter).

Auditing a class means that you do not receive a grade, nor do you earn credit for the class but you are still charged full tuition. If you are taking a course for personal interest and would like to audit the class, please consult with your advisor. Students cannot audit classes that are for certification or degree requirements.

PROBATION

Undergraduate students must maintain a GPA of 2.5 to remain in good standing. If your GPA falls below the required minimum, you will be placed on probation and you will be contacted by Nora Murphy, Director of the Academic Success Center. If your GPA remains below 2.5 for three consecutive quarters, you will be dismissed from the College of Education.

Graduate students who are fully accepted into the program will be placed on probation if their grade point average falls below 3.0. 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 and the university. Graduate students may appeal to the Chair of the Department in which their program is housed for re-admittance or may apply to another graduate program.

We are committed to providing you with academic advising and support services to address your individual academic needs. You can receive assistance with test anxiety, time management, study strategies, tutoring, or writing help in our Academic Support Center (773-325-2077; SAC 301).

READMISSION

Individuals remain an active student by being continually enrolled in classes. If three consecutive quarters lapse (excluding summer) between enrollment, the individual will become inactive (also called "discontinued"). To return to active status, you must contact the Undergraduate Office of Admissions or Graduate Office of Admissions to submit a readmission application. Note: readmitted students will be held to the current degree requirements in place at the time of readmission, regardless if the requirements are different from the student's original program. This may mean that additional courses, tests, or other requirements are now required to qualify for the degree or certificate.

REPEATING A COURSE

Undergraduate students may have the need to repeat courses. When that occurs, all grades earned are recorded on the academic record. Upon the initial repeat, only the second grade will be used to determine cumulative credit and to calculate the GPA. If a student repeats that course again, the second and all subsequent grades will be used to calculate the GPA. Credit earned is based on the final attempt. A course must be repeated at DePaul in order for this policy to apply. Students may retake a course in transfer that was originally completed at DePaul. The DePaul grade remains in the GPA, but credit is only accumulated once. Note: a "C-" or better is required for courses in your major, minor or allied field.

Graduate students may repeat a course already taken, however, both the original grade and the repeated grade apply to the GPA.

SEVEN-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 eight 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.

STUDENT RIGHTS

DePaul University complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), which affords students certain rights with respect to their education records. To view details about the extent of these rights, please view <http://offices.depaul.edu/depaul-central/ferpa-and-personal-information/Pages/default.aspx>

TRANSCRIPTS

Both unofficial and official transcripts are available online via Campus Connection. DePaul University provides 10 free official transcripts each fiscal year (July 1 through June 30). Additional transcripts beyond the initial 10 require an additional fee. Unofficial transcripts are free and unlimited.

TRANSFER CREDIT

Transfer Credit 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 1.5 (example: 3 semester hours x 1.5 = 4.5 quarter hours). The minimum number of hours required for graduation with a bachelor's degree is 192 quarter hours.

Types of Transfer Credit Accepted by DePaul University (Undergraduate)

The following statements describe DePaul's transfer credit policies:

1. DePaul will accept for transfer credit baccalaureate-level courses completed at baccalaureate granting, US institutions fully accredited by one of the regional accrediting bodies of the Association of Schools and Colleges. DePaul will also accept transfer credit from tertiary level international institutions that are formally recognized by their country's ministry of education or its equivalent.
2. DePaul will accept for transfer credit college-level courses that are earned in Associate of Arts and Associate of Science degree programs at 2-year institutions fully accredited by one of the regional accrediting bodies of the Association of Schools and Colleges.
3. Course credit earned at 2-year accredited institutions in other degree programs, such as the Associate of Applied Sciences or Associate of Fine Arts degrees, will be reviewed for transfer credit on a course-by-course basis. When necessary, students will be expected to provide bulletin descriptions and course syllabi to facilitate the review process.
4. In general, courses presented for transfer from 2-year, regionally accredited institutions that are earned in a certificate or professional training capacity are not eligible for transfer credit. Examples of these programs include, but are not limited to: air conditioning, automotive technology, culinary arts, travel management, paralegal studies, fashion design, child care, electronics, and medical office assistant.
5. Developmental courses (for example, pre-college level courses in math or writing), whether from 2-year institutions or baccalaureate granting institutions, are not accepted for transfer credit.
6. Only courses with a grade of C- or higher will apply to the student's major.
7. Students transferring the equivalent of WRD 103 and/or WRD 104 must have received grades of C- or better in these courses in order to fulfill the Liberal Studies requirement.
8. If a student has attempted a course more than once, only the most recent grade will be used for credit review. All other attempts will be considered "repeats" and will transfer no credit. Transfer courses will be identified as repeats if they meet the following criteria:
 1. The same course (as identified by course title and number) is taken more than once at the same institution;
 2. Two or more courses taken at different institutions are evaluated as meeting the same objectives.
9. Credit by examination is acceptable, in some areas. See the Credit By Examination policy for details.

10. All credit taken at foreign institutions will be subject to review by the Office of International Admission for admission purposes to determine what courses are transferable to DePaul University. Students may be required to submit detailed course descriptions and syllabi (translated into English) to determine if credit taken at a foreign institution is transferable to DePaul University. *Failure to indicate attendance at a foreign institution prior to enrolling at DePaul University may result in denial of admission, dismissal from the University or ineligibility for graduation or the conferral of a degree.*
11. Any credit earned as part of one's military service through a regionally accredited institution will be reviewed on a course by course basis.
12. Transferrable courses taken more than ten years prior to DePaul admission will earn open-elective credit. However, due to rapid changes in some areas of study, such courses may not be applicable to the major or minor, subject to a review of course content by a faculty academic advisor or by a staff academic advisor in consult with faculty when deemed appropriate. All transfer credit taken at another institution while concurrently enrolled as a DePaul student are subject to approval by the student's college/school before transfer credit will be accepted. (See Supplemental Transfer Credit Form.)

Students may appeal to a "Transfer Credit Review Board" for one additional review of particular courses not accepted for transfer credit. Students who make such a request must be prepared to supply official course descriptions and course syllabi. The review of all transfer credit is subject to limitations in accordance with the educational policies of DePaul University.

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. Application of the transfer credit toward degree requirements is at the discretion of the faculty advisor.

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 for a hardship withdrawal.

WITHDRAWAL/LEAVE OF ABSENCE FROM THE COLLEGE OF EDUCATION

To permanently withdraw from any COE program or to request a Leave of Absence, log on to Campus Connection and submit a Withdrawal/Leave Request. To find the request, go to For Students, then Records and Registration. Personal and medical leaves of absence are for at most one year and non-renewable during the student's career (limit of one during undergrad program, limit of one during graduate program).

PETITIONS, APPEALS, AND OTHER ACTIONS

EXCEPTIONS TO ACADEMIC POLICY

Individuals may submit a request to receive an exception to academic policies outlined in the DePaul course catalog, DePaul website, the College of Education handbook or any other written materials. All requests must be submitted with the "Request for Exception to Academic Policy" form available on the COE website and in the hallway outside SAC 481. The request is to be used only in extenuating circumstances and must be accompanied with documentation in order to be considered.

Late ADD request (College of Education classes only)

Request to add a course after the deadline will be considered provided you have documentation from the instructor confirming you have been attending the class and with explicit permission from the instructor. Requests to add closed courses will be denied. For closed courses, students must follow the waitlist procedure posted online. DEADLINE: 10 business days after the last day to add classes for that term.

Late WITHDRAWAL (Administrative Withdrawal) request

Requests to withdraw from a course usually outside of established deadlines. Simply ceasing to attend, notifying the instructor, or nonpayment of tuition does not constitute a withdrawal from class and will result in academic as well as financial penalty. Administrative withdrawals may be granted under extraordinary circumstances and require documentation for support. Students seeking an administrative withdrawal from one or more courses

should consult with an advisor in the College of Education office. If an administrative withdrawal request is processed, a “WA” grade is automatically recorded on the student’s transcript. You are permitted ONE APPROVED WITHDRAWAL REQUEST during your academic career. DEADLINES are as follows:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter.
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter.
- Spring Quarter: Last day of the second week of the subsequent autumn quarter.
- Summer Terms: Last day of the last final exam of the subsequent autumn quarter.

Request for an exception to Advanced Standing

If you have not met the requirements for Advanced Standing you can request an initial exception to be allowed to register for Advanced Standing courses. Undergraduates must have a 2.50 cumulative GPA and graduates must have a 3.0 cumulative GPA to be considered and a request form must be completed.

If you have not passed the basic skills after receiving an initial exception, you can request a continued exception. Conditions apply and a request form must be completed with signatures from faculty and the Director of the Academic Success Center. Only one course can be approved for continued exception.

Request to register for more than 20 CREDIT HOURS (Undergraduate only).

For consideration of this request, you must have a 3.0 cumulative GPA, at least 44 credit hours, and successful completion of 4 courses in the previous quarter. DEADLINE: last day to add classes.

Request for Pass/Fail or Audit course status.

For consideration of this request, you must have approval from your advisor. Courses that are required for your degree or certificate cannot be taken as pass/fail unless they are electives or courses above and beyond your requirements. Pass/Fail and Audit course statuses require tuition. Audit course status does not earn credit.

Extend STUDENT TEACHING clearance deadline.

Requests for academic clearance issue consideration may be submitted. A valid request 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 reevaluated. DEADLINE: varies by quarter: 1st Monday in April (for fall), 1st Monday in July (for winter), 1st Monday in December (spring).

OUT OF STATE Student Teaching Request

Requests for out of state student teaching 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 additional costs may be associated with out of state student teaching. DEADLINE: same as student teaching application deadline.

Student Teaching in YOUR OWN Classroom Request

In order to submit 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 this request. DEADLINE: same as student teaching application deadline.

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: 1st day of student teaching.

GRADE CHALLENGES

The following is an excerpt from the grade challenge information in the course catalog. Please consult the student handbook section of the course catalog for the full information and procedures for pursuing a grade challenge. The student handbook is available at

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

General Policies on Grading

1. Grades are determined solely on the basis of the academic performance of each student according to pre-established criteria determined by the course instructor and consistent with university, college and departmental policies.
2. Grade determination is the prerogative of the instructor subject to the constraint that any successfully challenged grade will be changed through faculty action.
3. The criteria for evaluating academic performance are to be consistent with a course's goals and objectives, which have been approved by the appropriate academic authority before the course is scheduled. On the first day of class of each course the instructor is to explain in writing to the students the criteria for evaluating as well as the methods for grading student performance (examinations, papers, reports, etc.).
4. The instructor in each course shall decide what criteria and methods for evaluating students are to be applied in the specific course. These decisions of the instructor, however, must be compatible with any policies previously accepted by the faculty of a department or college with respect to particular courses, especially courses offered in sequence where the qualifications of a student to begin an advanced course depend upon performance in a previous course.

The methods of conducting a course are determined by the instructor within limitations set by the classification of a course as lecture-discussion, seminar, laboratory, etc. An instructor may vary the teaching methodology to meet particular circumstances of a course (type or number of students enrolled, concentrated calendar as in summer sessions, etc.) or the instructor's own desires to innovate or experiment with different approaches.

Any method selected must be compatible with the predetermined goals and objectives of the course. While teaching methodology may change after the course has begun, grading methodology may be changed only with the consent of a majority of students in the course, taking into consideration hardships imposed upon students opposed to the change.

5. The actual evaluation and grading of academic performance is subject to the professional judgment of each instructor. Considerable personal discretion is required in these judgments - a justifiable margin of difference can exist between the evaluations made by two or more professional persons of the same academic performance.
6. Students are entitled to compare their work in the course with the criteria applied in deciding the final grade for the course. Accordingly, the course instructor is required either to return major papers and examinations to students or to make such available for students until the end of the following term.

Spring Quarter materials are to be available until the end of the Autumn Quarter. For pedagogic reasons, an instructor is expected to review with the student the relative success of the student's accomplishments. The instructor is not expected to debate the grading.

7. A student may object to a grade for one or more of the following reasons:
 - a. The methods or criteria for evaluating academic performance, made explicit by the instructor at the beginning of the course, usually in a course syllabus or as subsequently modified with the majority consent of the students, were not actually applied in determining the grade.
 - b. The grade was determined or influenced by criteria other than those explained by the instructor or by criteria not relevant to academic performance.
 - c. The instructor applied predetermined criteria unfairly, which may include but not be limited to the following items:
 1. The instructor's evaluation of academic performance so exceeded the reasonable limits of the instructor's discretion as not to be acceptable to the instructor's peers.
 2. Predetermined criteria were not explained at the beginning of the quarter or semester.

APPEALS PROCESS

Academic Issues

Step 1: Individuals seeking to address alleged grievances regarding academic issues such as course scheduling or advising error should first consult with their academic advisor. The advisor will be able to determine if the issue can be resolved immediately or if it will require a formalized procedure.

Step 2: If the issue is unresolved after consulting with the academic advisor, it should be brought to the attention of the Director of Advising who will consult with the Department Chair or faculty Program Leader for a resolution.

Step 3: The Appeals Committee is the final authority regarding exceptions to academic policy in the College of Education. Therefore, students should exhaust all available options prior to submitting an appeal letter. Decisions made by the Appeals Committee are final and cannot be resubmitted and overturned by the Appeals Committee. Students are not permitted to attend the Appeals Committee meeting. All appeal requests are to be submitted in hard copy to the Office of the Associate Dean, in SAC 467.

Appropriate grounds for appeal include: (1) Documented advising and/or system error, (2) Unsolvable scheduling conflict, and (3) Required course not offered in a timely manner. Inappropriate grounds for appeal include: (1) Personal circumstances, (2) Financial constraints and (3) Job opportunities. Grade challenges are not reviewed by the Appeals Committee.

The Appeals Committee meets monthly. All decisions of the Appeals Committee will be communicated to students via mail and/or email by the Associate Dean. All decisions made by the Appeals Committee are final and no further deliberation or contact with the student will take place. Individuals that receive an administrative withdrawal

Personal Circumstance

The University Hardship Committee reviews appeals of exceptional circumstances, specifically related to course erasure and withdrawal. In these cases, students should submit their appeal to the Office of the Dean of Students, located in the DePaul University Student Center (LPC), Suite 307, for review by the University Hardship Committee. Exceptional circumstances include: (1) Death in the immediate family (death certificate required), (2) Documented medical emergencies, (3) Severe personal (social and/or psychological) issues, (4) Employee/personal transfer of student/spouse/parent outside of the Chicago area, and (5) Family emergencies of any nature.

DEPAUL RESOURCES

ACADEMIC CALENDAR

Every year the university publishes the full academic calendar for the current year and upcoming year. To view the calendar, go to <http://oaa.depaul.edu/what/calendar.jsp>

BOOKSTORE

Purchase your books at the bookstore that corresponds to the location of your class. If your class is at the Lincoln Park Campus, your books will be available at the Lincoln Park Bookstore. The Lincoln Park Bookstore is located at 2425 N. Sheffield Ave and can be reached by phone at 773-325-7700. Books can also be purchased online through the bookstore website at <http://depaul.bncollege.com/>. College apparel is also available through the bookstore.

CAREER CENTER

DePaul's Career Center provides students, alumni and employers with opportunities to connect. Our programs and services are designed to help you know yourself, explore and choose career options, build experience through internships and co-ops, and find employment. No matter where you are in your career search, whether it is deciding on a career path, making a career change, or preparing for your first job interview, they can help. Find additional information on their website at <http://careercenter.depaul.edu/>.

Gina Anselmo is the Career Advisor who specializes in Education careers. To schedule a one-on-one or telephone appointment, please contact the Career Center at 773-325-7431. Gina has several years of experience teaching college and career preparatory courses which involve topics such as essay writing, resume preparation, interviewing, and job searching.

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://is.depaul.edu/computers/labs/locations.asp>.

CENTER FOR INTERCULTURAL PROGRAMS

The Center for Intercultural Programs' ongoing theme is "Human Rights Are Everyone's Rights," a theme suggested by many of our students. The Center for Intercultural Programs was created to give students a voice to express their unique perspectives whose culture, race, ethnicity and/or religion are traditionally under-represented in academia. They actively encourage and invite students, faculty, and staff to participate in programming designed to educate, inform, and celebrate a variety of cultural traditions and lifestyles. For additional information, please contact the Center for Intercultural Programs at (773) 325-7759 or visit their office at Student Center 105, or their website at <http://studentaffairs.depaul.edu/cip/index.html/>.

DEPAUL CENTRAL

DePaul Central is a one-stop integrated student service area for students to take care of their core business transactions in four key areas: Student Records, Financial Aid, Student Accounts and the Payment Center. With these key services in one location, students can get help with problems, gain additional information to manage the enrollment process or perform regular transactions to meet their academic and financial objectives. Visit them online at <http://offices.depaul.edu/depaul-central/Pages/default.aspx> or contact them at dpcl@depaul.edu; 312-362-8610, or in SAC 101.

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, e-mail account information, Campus Connection user names/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. The Lincoln Park office is located in the Student Center, Room 109 and can be reached at 773-325-7466. For more information, go to <http://offices.depaul.edu/is/services/identity/Pages/default.aspx>.

LIBRARIES

The Richardson Library is located on Fullerton Avenue between Sheffield and Kenmore (entrances on Sheffield and Kenmore). Library hours depend on the time of the quarter and are extended to 24 hours during finals week. The library website allows you to search books, video, music, journals, and articles. You can also renew books or view your account. Librarians are available for IM chat via the website for immediate resource assistance. The Library website is available at <http://library.depaul.edu> and you can contact them at 773-325-7862. The reference desk is available at 773-325-7863.

OFFICE OF STUDENTS WITH DISABILITIES

This office focuses on independent living of students with disabilities by providing reasonable accommodations, such as adaptive equipment, readers, adjustment counseling, and supplemental registration. The office also serves in an advocacy and educational role with regard to the requirements of Section 504 of the Americans with Disabilities Act. Students with disabilities who need assistance should call the Lincoln Park Campus at (773) 325-7290, TTY: (773) 325-7296, stop by the office on the third floor of the student center, for the Loop Campus call (773) 325-7296, or stop by the office in the Lewis Center, Room 1450. You may also visit the website at <http://studentaffairs.depaul.edu/studentswithdisabilities/>.

PARKING SERVICES

All vehicles using DePaul parking lots on the Lincoln Park must display a valid university parking permit. Permits may be purchased via mail prior to the beginning of the academic year or from Lincoln Park Campus Parking Services between the hours of 8:30 am and 4:30 pm Monday through Friday throughout the year. Any vehicle parked in the DePaul parking lots and not displaying a permit in its rearview mirror will be towed immediately at the owner's expense. All resident students bringing automobiles to campus are required to register them with the parking office and purchase a parking permit for the university lots. Students may not park in lots reserved for faculty/staff. Complete university parking rules and regulations may be obtained from parking services at 2320 N. Kenmore Ave., Room 177. The Sheffield Parking Facility and Clifton Parking Deck are open to students, faculty, staff, and visitors. Yearly permit holders may use the facilities at no extra charge. Daily discount parking is also available. Overnight parking is allowed. Additional information on purchasing parking permits, vehicle registration, fees, and requirements is available from Parking Services at (773) 325-7275 or <http://parkingservices.depaul.edu/>.

PLuS

The PLuS Program provides support services to students with Learning Disabilities (LD) and/or Attention Deficit Disorder (ADD). DePaul University students with a recent (within the last three for AD/HD and five for LD years) psychoeducational evaluation which includes a diagnosis of a Learning Disability and/or Attention Deficit Disorder are eligible for PLuS services. The testing should include measures of intelligence (such as the WAIS-III), measures of academic performance (such as the WJ-III, WIAT-II, etc) and measures of information processing. The PLuS Program provides the following services and accommodations: alternate placement testing, test proctoring, priority registration, extended time for testing, advocacy and weekly sessions with a PLuS clinician (LD specialist) based upon availability. There are some additional services for which students may qualify that are provided in collaboration with the Office of Students with Disabilities. All services are confidential. For further information contact the director of the PLuS Program at (773) 325-4239, or visit the PLuS Web page at <http://studentaffairs.depaul.edu/plus/>.

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 103)

For further information please visit <http://public.safety.depaul.edu/>.

UNIVERSITY COUNSELING SERVICES

The University Counseling Service (UCS) offers affordable personal counseling to currently enrolled students. Students requesting assistance can receive help 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 three offices: 2350 N. Sheffield Ave., Suite 350 at the Lincoln Park Campus and Lewis Center 1465 at the Loop Campus. For more information about UCS's services at the Lincoln Park campus, call (773) 325-7779, Loop campus call (312) 362-6923, or visit <http://studentaffairs.depaul.edu/ucs/>. Appointment times are flexible, and some evening hours are available. All services are confidential.

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 have completed 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, 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 the Writing Center office at 250 McGaw Hall, contact the center at (773) 325-4272, or visit <http://www.depaul.edu/~writing/>.

GET INVOLVED ON CAMPUS

GET INVOLVED ON CAMPUS

There are many different student organizations at DePaul. Students are eligible to participate in events and join organizations such as the Commuter Advisory Board, Blue Crew, DePaul Cycling, Hillel, Latinos Unidos, and the Transfer Student Union to name just a few. There is also the Student Government Association (SGA). To learn more about the various opportunities, contact the Student Life office or visit the organization website at <http://studentaffairs.depaul.edu/involvement/index.html>.