

**Educational Policy Studies and Research**

**Social and Cultural  
Foundations in Education (SCFE)  
Master's Degree Program**

**2018-2019**

**Student Handbook**

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SCFE Master's Degree Program Student Handbook

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

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**Educational Policy Studies and Research  
Program Faculty**

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**Enora Brown, Ph.D.**

University of Chicago

Psychological Studies in Education/Human Development & Identity Construction

**An Chih Cheng, Ph.D.**

University of Texas at Austin

Cognition, Learning, Motivation and Instruction

**Ronald Chennault, Ph.D.**

The Pennsylvania State University

Media Analysis/Cultural Studies/Race and Multiculturalism in Education/Educational Policy/Educational Theory

**Horace R. Hall, Ph.D.**

University of Illinois at Chicago

Socially and Culturally Relevant Education/Identity Construction/Critical Urban Pedagogy/Youth Mentoring

**Stephen Haymes, Ph.D.**

Miami University-Oxford

Philosophy & Sociology of Education/Critical Race Theory/Africana Studies/Cultural Policy

**Karen Monkman, Ph.D.**

University of Southern California

Comparative Education/Immigration/Gender & Education/Sociology and Anthropology of Education/Qualitative Research Methods

**Amira Proweller, Ph.D.**

State University of New York-Buffalo

Sociology of Education/Gender & Education/Educational Policy/Qualitative Research Methods

**John Taccarino, Ph.D.**

Northwestern University

Quantitative Research Methods/Educational Psychology

## Educational Policy Studies and Research Program Mission

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### **Mission Statement**

The Educational Policy Studies and Research (EPSR) program studies the complex, dynamic interplay between the individual, society and sociocultural processes that unfolds in multiple educational contexts. It offers the examination of educational theories, policies, institutions, and human development across the life span. EPSR represents the foundational disciplines of history, philosophy, psychology and sociology as they relate to education. It also considers debates about investigative methodology in education, and the contributions of research to the understanding of educational and social problems. Accordingly, its courses examine questions of disciplined inquiry, theoretical discourse, educational and social development, inequality, economic and political change, and cultural identity in relation to schools and other sites of learning, from a social justice orientation. The program prepares students for positions in, for example, service organizations, adult education and training, cultural institutions, and careers in basic research or advanced graduate study.

## MASTER'S PROGRAM

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### **Master's Degree Program in Social and Cultural Foundations in Education**

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

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

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

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

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## Master's Degree Requirements

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

The second option for completion of the SCFE Master's Degree (Capstone Option) requires completion of all of the aforementioned elements; however, instead of completing a Master's thesis with the corresponding thesis course, students choosing the second option will be required to complete a capstone paper with the corresponding capstone course. The topic of the capstone paper will be designed by the student in consultation with a Faculty Advisor. Students choosing this option will receive the MEd Degree.

### Thesis Option

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

The College of Education Thesis Handbook outlines the policies and procedures needed to successfully satisfy the thesis requirement. The College of Education Thesis Handbook can be obtained online at [https://education.depaul.edu/student-resources/policies-and-forms/Documents/forms\\_library/COE%20MA%20Thesis%20Handbook%202016-2017.pdf](https://education.depaul.edu/student-resources/policies-and-forms/Documents/forms_library/COE%20MA%20Thesis%20Handbook%202016-2017.pdf)

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## Capstone Option

Under this plan, the student completes a capstone paper, rather than a thesis. Upon completion of all coursework, the student will work with a Capstone Advisor to discuss possible paper topics. The capstone paper can either be empirical research involving field-based data collection or a synthesis and analysis of the scholarship on an issue, problem, or question, and is generally in the realm of 20 – 25 pages in length. The Capstone Advisor must be an EPSR program faculty member (and not necessarily the originally assigned Faculty Advisor). Students are strongly encouraged to speak with their selected Capstone Advisor no later than the beginning of their second year of coursework. The form required to register for the Capstone Course can be found on page 18 of this handbook.

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

## Course Registration

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

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



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## Course Sequence

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During a student's time in the SCFE Master's Program, they will complete two (2) years of core and elective coursework. The core courses in the program are offered every other year, and as such, students will complete them in alternating order depending on the year they begin the program. The core courses consist of theoretical and research courses. The theoretical core courses provide students the chance to critically inquire and elaborate on ideas as well as provide the opportunity to begin developing a conceptual and theoretical framework for their Master's thesis project or capstone paper. Research inquiry core courses give students the opportunity to begin deciding on the research methodology or methodologies appropriate for their mode of inquiry regarding their Master's thesis project. **Students must receive written approval from their faculty advisor for any electives chosen in advance of registering for the course. Please note that the course sequence that appears below may be subject to change based on the College of Education Course Schedule.**

**Year 1 of 2 – First or Second Year:**

Fall Quarter	Winter Quarter	Spring Quarter
<b>SCG 603</b> Culture and Education Seminar (4hrs.)	<b>SCG 610</b> Introduction to Research: Issues and Methodologies (4hrs.)	<b>SCG 611</b> Philosophical Studies in Education, Culture and Ethics Seminar (4hrs.)
<b>SCG 604</b> Identity: Constructions and Negotiations Seminar (4hrs.)	<b>Elective</b>	<b>SCG 635</b> Advanced Qualitative Research (4hrs.)

**Year 2 of 2 – First or Second Year:**

Fall Quarter	Winter Quarter	Spring Quarter
<b>SCG 527</b> Global Issues in Education Seminar (4hrs.)	<b>SCG 608</b> Ideology, Power, and Politics Seminar (4hrs.)	<b>Elective</b>
<b>Elective</b>	<b>Elective</b>	<b>Elective</b>

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## Course Descriptions

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**SCG 588      Independent Study**

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

**SCG 527      Global Issues in Education Seminar**

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

**SCG 625      Student in Good Standing**

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

**SCG 603      Culture and Education Seminar**

This course explores various ways in which culture has been conceptualized. It focuses on the relationship between education, pedagogy, and theories of culture, all framed by a concern for social justice. Topics may include the pedagogical and political dimensions of popular culture, the interpretation of cultural products and expressions, and the relationship between knowledge and power in the political economy of culture production.

**SCG 604      Identity: Construction and Negotiations Seminar**

This course explores the self and identity as a complex and dynamic psychological, socio-historical, and cultural process, and is grounded in theoretical frameworks in human development, cultural studies, psychoanalysis, and philosophy, including critical and postmodern perspectives in education. It examines the intersubjective experiences, social relations, institutional hierarchies, and ideological frameworks through which social identities and subject positions are created, negotiated, and transformed across educational institutions and societal culture.

**SCG 608      Ideology, Power and Politics Seminar**

This course examines how power operates pedagogically and how domination and resistance get shaped in education. It considers how institutional ideologies and power relations in society enter into educational discourse and practice. It also explores ways in which power produces various educational practices and how power gets psychically configured. Students will examine major theories of power, ideology, and politics and consider their educational implications.

**SCG 610      Introduction to Research: Purposes, Issues and Methodologies**

This course examines basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading, and use of educational research as a means to inform educational theory, practice, and policy. It exposes students to multiple frameworks that inform educational research, various methodologies employed in collecting and analyzing data, and ethical issues related to conducting and evaluating research.

**SCG 611      Philosophical Studies in Education, Culture and Ethics Seminar**

The course examines philosophical questions regarding the moral and ethical meaning and purpose of education. It considers the nature of freedom, liberation, individuality, human difference, community, knowledge, reality, emotion, democracy, politics, knowledge, aesthetics,

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self and other. In considering these questions in the context of education, particular attention is given to the philosophy of culture.

**SCG 615 Special Topics in Social and Cultural Foundations in Education**

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

**SCG 635 Advanced Qualitative Research Methodologies**

This course builds on fundamental principles of educational research first introduced in SCG 610. It provides students with experience conducting qualitative research, with particular attention to developing skills in various methods of data collection and analysis. PREREQ – SCG 610.

**SCG 636 Master’s Thesis Course**

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

**SCG 637 Capstone: Social and Cultural Foundations in Education**

Upon completion of all course work, students enrolled in this course will select and work with a Capstone Advisor (a faculty member in the SCFE program) to discuss possible paper topics. Students register for the capstone course in the term that they are ready to complete the capstone paper.

**Electives**

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

- Philosophy
- Women’s and Gender Studies
- American Studies
- Sociology
- International Studies
- Political Science
- Geography
- History
- Religious Studies
- Communications

## Additional Information Related to Thesis & Capstone

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### Research and the Institutional Review Board

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

### Distinction and Deadlines

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

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**M.Ed. Capstone Course Registration Form**  
DePaul University  
College of Education

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**TERM:** Autumn \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_ Summer I \_\_\_\_\_ Summer II \_\_\_\_\_

**ACADEMIC YEAR:** \_\_\_\_\_

**DEGREE PROGRAM: (Please check the appropriate program)**

Bilingual/Bicultural Education (BBE 608) \_\_\_\_\_

Reading Specialist (LSI 608) \_\_\_\_\_

Special Education for Teachers (LSI 608) \_\_\_\_\_

Social & Cultural Foundations in Education (SCG 637) \_\_\_\_\_

**STUDENT INFORMATION:**

\_\_\_\_\_  
Last Name

\_\_\_\_\_  
First Name

\_\_\_\_\_  
Middle Initial

\_\_\_\_\_  
DePaul ID Number

\_\_\_\_\_  
Home Phone

\_\_\_\_\_  
Work Phone

\_\_\_\_\_  
E-mail

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**REQUIREMENTS:**

1. Must have Faculty signature to be valid.
  2. Must submit to Academic Advisor in COE 140 to be enrolled in course.
  3. Applies only to the quarter and academic year indicated above.
- 

\_\_\_\_\_  
Supervising Faculty member (Please Print)

\_\_\_\_\_  
Signature of Supervising Faculty member

\_\_\_\_\_  
Date

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## Thesis Form Checklist

Registration for the SCG 636 Thesis Course requires the submission of several forms for your student files. Below is a checklist of forms you will be responsible for submitting, along with information about when they are due and to whom they should be directed.

- **Approval of Thesis Proposal Form**
  - **What:** This form indicates that you have provided your Thesis Committee with a written proposal of the research you intend to do for your thesis, which the Committee has approved.
  - **When:** Present this form upon submission of your thesis proposal to your Thesis Committee, prior to registering for the SCG 636 Thesis Course.
  - **Who:** You are responsible for obtaining each Committee member's signature and submitting the completed form to the Teacher Education Department Assistant, who will then forward a copy to the SCFE Program Advisor for your files.
  
- **M.A. Thesis Course Request Form**
  - **What:** This form indicates that you and your Thesis Chair have determined that you are ready to enroll in the SCG 636 Thesis Course for the coming quarter.
  - **When:** Submit this form upon registering for the quarter in which you plan to defend your thesis.
  - **Who:** You are responsible for obtaining your Thesis Chair's signature and submitting the completed form to the SCFE Program Advisor. The Advisor will then enroll you in the SCG 636 course and send you a notification of enrollment.
  
- **Thesis Report Form**
  - **What:** This form indicates your Thesis Committee's assessment of your final thesis document for submission to the College of Education. This form is also used by the Committee to indicate recommendation for distinction.
  - **When:** You should present this form at your thesis defense meeting.
  - **Who:** You are responsible for obtaining each Committee member's signature and submitting the completed form to the Teacher Education Department

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Assistant, who will then forward a copy to the SCFE Program Advisor for your files.

- **Report on Final Oral Examination**
  - **What:** This form indicates your Thesis Committee's assessment of your thesis defense. This form is also used by the Committee to indicate recommendation for distinction.
  - **When:** You should present this form at your thesis defense meeting.
  - **Who:** You are responsible for obtaining each Committee member's signature and submitting the completed form to the Teacher Education Department Assistant, who will then forward a copy to the SCFE Program Advisor for your files.
  
- **Abstract and Keyword Form**
  - **What:** This form documents your abstract, exactly as it appears in your thesis, as well as the keywords by which you would like for your thesis to be referenced in the University archives.
  - **When:** You should submit this form by hard copy or pdf, along with your final thesis submission.
  - **Who:** You are responsible for completing this form and submitting it to the Teacher Education Department Assistant along with the pdf of your thesis for the University archives.
  
- **Electronic Theses and Dissertations (ETD) Approval Form**
  - **What:** This form certifies that the thesis that you are submitting is the same that was approved by your Thesis Committee, and that no other changes have been made. It also indicates your permission for upload of your thesis to the University archives.
  - **When:** You should submit this form along with your final thesis submission.
  - **Who:** You are responsible for completing this form and submitting it to the Teacher Education Department Assistant along with the pdf of your thesis for the University archives.

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- **Thesis Binding Request Form**

- **What:** This form is used to order bound copies of your thesis from the book bindery. It is required that the EPSR program retain one bound copy of each SCFE student's thesis. Beyond that, many students elect to have a copy bound for their Thesis Chair and/or for themselves. If you are ordering additional copies beyond the one retained by the program, please specify for whom the additional copies have been ordered and how you would like them to be delivered (e.g. mailed to you, held for you to pick up/deliver in person, etc.).
- **When:** You should submit this form along with your final thesis submission.
- **Who:** You are responsible for completing this form and submitting it to the Teacher Education Department Assistant along with the pdf of your thesis for the University archives.

You are responsible for the cost of the thesis binding, which you will calculate on the order form. If you are paying by check, you should provide the check to the Teacher Education Department Assistant when you submit the form. If you are paying by card, the bindery will contact you directly upon receipt of the order form to take your payment.

The bound copies of your thesis will be delivered to the Teacher Education Department Assistant. One copy will be retained for the program archives, and any additional copies will be distributed according to your directions.



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**PROCEDURES AND POLICIES**

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

**Registration**

<https://offices.depaul.edu/depaul-central/registration/Pages/registration-policies.aspx> Registration can be processed via the Internet for all students. The web registration system occurs through Campus Connection. Graduate students are eligible to register via Campus Connection web registration during the first quarter. Once students are eligible, all of their course registration transactions must be conducted on the system. DePaul implemented Campus Connection web registration to simplify the registration process and offer students a convenient way to register for courses. Campus Connection web registration allows students to communicate directly with the University computer any time the system is not open to drop and add courses, confirm class schedules, and locate classroom assignments.

Campus Connection web registration is available at the following address:

<https://campusconnect.depaul.edu>

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

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

**Student in Good Standing**

Students who have completed all coursework, and are working on master's papers or a master's thesis must register as a student in good standing each quarter until the research is completed. This non-credit, upgraded registration provides students with an active student ID and access to all DePaul facilities and services such as the library. There is a small fee for registration. Register for the student in good standing, using the letter code of your program (A&S, BBE, SCG, etc.). Register only when all other coursework is completed. Registration request form and information sheet: [http://education.depaul.edu/student-resources/policies-and-forms/Documents/forms\\_library/600\\_625\\_700\\_Registra.pdf](http://education.depaul.edu/student-resources/policies-and-forms/Documents/forms_library/600_625_700_Registra.pdf).

[https://education.depaul.edu/student-resources/policies-and-forms/Documents/forms\\_library/Student%20in%20Good%20Standing%20Form%20\(3.10.17\).pdf](https://education.depaul.edu/student-resources/policies-and-forms/Documents/forms_library/Student%20in%20Good%20Standing%20Form%20(3.10.17).pdf)

**Tuition, Payment Policy and Billing**

<http://offices.depaul.edu/student-financial-accounts/Pages/default.aspx>

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

## College of Education Educational Policy Studies and Research Program

### Enrollment Changes

To make a change in class schedules, students must use Campus Connection web registration. Even changing the time of a course requires a drop and add to be processed. Questions or problems with enrollment changes may be directed to the Advising Center, the SCFE Master's Program Academic Advisor, or the SCFE Administrative Assistant. Please visit <http://offices.depaul.edu/oaa/academic-calendar/Pages/Full-Year-2015-2016.aspx> for the last dates to add, drop course with 100% tuition reimbursement and drop courses with no tuition reimbursement.

### Adding a Closed Course

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

### Withdrawal from a Course with Full Tuition Reimbursement

<https://academics.depaul.edu/calendar/Pages/default.aspx> <http://offices.depaul.edu/student-financial-accounts/faq/Pages/withdrawal.aspx>

Students must drop a course prior to the date posted in the course schedule in order to receive full tuition reimbursement. Courses can be dropped via Campus Connection. DePaul refunds either 100 percent of tuition or 0 percent. There is no sliding scale for tuition reimbursement. If a course is dropped on or before the posted date, full reimbursement is received. If dropped after the date, no reimbursement is received. **Not attending a course WILL NOT officially drop a student from the course. Students are still responsible for tuition and will receive an “FX” grade, failure due to lack of attendance, for that course. The “FX” grade is scored in the grade point average the same as an “F.”**

### Withdrawal from a Course with No Tuition Reimbursement

<https://academics.depaul.edu/calendar/Pages/default.aspx> <http://offices.depaul.edu/student-financial-accounts/faq/Pages/withdrawal.aspx>

Once the date to drop a course with full tuition reimbursement has passed, students may still withdraw from a course, but without a tuition refund. However, students may only withdraw until a certain point in the course schedule. Please check the course schedule for the last date to drop a course. **Not attending a course WILL NOT officially drop a student from the course. Students are still responsible for tuition and will receive an “FX” grade, failure due to lack of attendance, for that course. The “FX” grade is scored in the grade point average the same as an “F.”**

### Requesting a Retroactive Withdrawal from a Course

<http://offices.depaul.edu/student-financial-accounts/faq/Pages/withdrawal.aspx>

If the date to drop a course with or without a refund has passed and an SCFE student still would like to drop a course, they may request a retroactive withdrawal speaking with their assigned academic advisor regarding completion and submission of a Request for Exception to Academic Policy:

[https://education.depaul.edu/student-resources/policies-and-forms/Documents/forms\\_library/Request%20for%20Exception%20to%20Academic%20Policy%2017-18.pdf](https://education.depaul.edu/student-resources/policies-and-forms/Documents/forms_library/Request%20for%20Exception%20to%20Academic%20Policy%2017-18.pdf) Retroactive withdrawals are typically granted only in medical emergencies and/or exigent circumstances. Along with the email message, students may be asked to submit official

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proof of the situation such as a doctor's note. The request may be approved or denied. A tuition reimbursement may or may not be given if the request is approved. The College of Education will notify the student of the decision soon after the form is submitted.

### **Withdrawing from the College of Education**

<https://offices.depaul.edu/depaul-central/registration/Pages/withdrawal-or-leave-of-absence.aspx> Graduate students who would like to withdraw from the College of Education must submit a letter stating their name, DePaul University Identification Number, and the quarter in which the withdrawal begins. Please note that, although the College of Education will document the file as having withdrawn from the program, the student will remain active in the DePaul University system for up to one year after submitting a withdrawal notification. Students are financially responsible for all courses for which they are enrolled. Not attending courses does not withdraw a student from the program.

### **Reclassification/Changing College of Education Graduate Programs**

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

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

### **Readmission**

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

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

### **Grade Changes**

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

### **Incomplete Grades**

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

### **Grade Challenges**

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

A student who is considering a grade challenge for a College of Education course must discuss the grade with the instructor before the end of the following regular term. Spring and Summer Quarter challenges must be made before the end of the Autumn Quarter. Only if the instructor is not at the university during the following regular term after the grade was issued, may the student proceed to challenge the grade without meeting with the instructor.

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

### **Auditing Courses**

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

### **Transfer Credit/Course Substitutions**

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

### **Grade Point Average**

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

### **Academic Probation/Dismissal**

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

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

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

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### **Degree Conferral & Graduation**

Upon successful completion of all requirements (courses, papers/thesis/capstone), a Master of Education or Master of Arts is earned. DePaul University officially posts degrees promptly after each term. **All students must apply for degree conferral**, even if not attending the commencement ceremony. Dates for degree conferral and other FAQs can be found at <https://education.depaul.edu/student-resources/graduation/Pages/degree-conferral.aspx>. Commencement requires a separate application (<https://resources.depaul.edu/commencement/preparation/Pages/applying-for-graduation.aspx>). DePaul only has one graduation ceremony a year, which is held in June. Students who have completed their requirements in the previous year are eligible to attend the ceremony.

### **Transcripts**

<https://offices.depaul.edu/depaul-central/records/transcripts/Pages/default.aspx> A transcript is a comprehensive record of academic information that includes coursework, grades, credit hours, GPA and DePaul degrees earned. Official transcripts bear the official seal of the University and are **FREE**.

### **Grievance Procedure for the College of Education**

The College of Education adheres to the policies and procedures set by DePaul University for addressing student grievances. Please see the DePaul University Graduate Student Handbook for information about these procedures (<http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-information/Pages/complaints-and-grievances.aspx>).

### **Appeals Related to Academic Requirements**

Candidates in advanced master's or doctoral programs who want to request an exception for specific academic requirements must first consult the Faculty Advisor. If the issue is not resolved, the candidate may then discuss the matter with the Department Chair.

### **Appeals Related to Academic Process**

Candidates in advanced master's or doctoral programs who want to request an exception to academic processes such as admission to or dismissal from a program, admission or dismissal from an internship, and recommendation for certification should contact the Chair of the Department in which the program is housed.

### **Academic Integrity Policy**

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

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

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the

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

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

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

### **Content Area Test**

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

### **Certification**

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

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**GENERAL INFORMATION**

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

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

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

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

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

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



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## **FACILITIES**

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### **Classrooms**

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

### **Computer Labs**

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

### **Writing Center**

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

To talk with a consultant about your writing, call or stop by one of the Writing Center offices, 1600 Lewis Center, 312-362-6726, at the Loop Campus, or Schmitt Academic Center 212, 773-325-4272, at the Lincoln Park Campus or visit <http://condor.depaul.edu/writing/>.

### **DePaul Central**

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

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**UNIVERSITY RESOURCES**

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**Center for Students with Disabilities**

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

CSD regularly works with students diagnosed with a range of disabilities such as learning disabilities, AD/HD, autism spectrum, medical conditions, chronic illness, mental health disorders, and physical and sensory impairments, amongst others. All CSD programs and services are free of charge with the exception of a modest fee for students requesting weekly clinician services. Students are encouraged to contact CSD to initiate the enrollment process well before beginning your first term at DePaul. This will enable students to be well-organized from the onset of the term and assist success.

Student success is the core mission for CSD and fits integrally with DePaul University as a diverse learning community. Through individualized support services and reasonable accommodations, CSD strives to provide equal access to the DePaul experience and teach students skills and strategies to achieve academic success as well as segue into the workplace and their communities with confidence. CSD staff works collaboratively with faculty and staff assisting their understanding of students with disabilities and how to effectively interact with them in the classroom and other situations in their life at DePaul. CSD can be reached at 773-325-1677 (phone), 773-325-3720 (fax), 773-325-7276 (TTY), [csd@depaul.edu](mailto:csd@depaul.edu), or visit <http://studentaffairs.depaul.edu/csd/csdstaff.html>.

**University Counseling Services**

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

University Counseling Services has two offices: The Student Center, 2250 N. Sheffield Ave., Suite 307, at the Lincoln Park Campus, and 1400 Lewis Center at the Loop Campus.

For more information about UCS's services, call 773-325-7779 or visit <http://studentaffairs.depaul.edu/ucs/>. Appointment times are flexible, and some evening hours are available. All services are confidential.

**Parking Services**

For information regarding campus parking, parking permits, vehicle registration, fees, and any other parking inquiries, please call DePaul Parking Services at 773-325-7275, or visit: <http://parkingservices.depaul.edu/index.asp>.

**Public Safety**

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

In the Lincoln Park campus call 773-325-7777 (2345 N. Sheffield Ave., Suite 304)

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In the Loop campus call 312-362-8400 (25 E. Jackson Blvd., Lower Level)

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

### **ID Services**

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

### **University Ministry:**

Education happens outside the classroom, too! Whether in a Bible Study group on campus or a weekend retreat in Wisconsin, whether through an immersion experience working with the homeless in New York, or meeting with other students to discuss relationships and values around sexuality -- let University Ministry help you grow. College is about learning, change, transition, growth, and development, and we are transformed in and through the DePaul experience. Spirituality, service, values, and commitment are at the heart of learning at DePaul. University Ministry provides a wide array of people, activities, events, and gatherings -- all designed to help students become more complete and whole by nurturing their relationship to God and to one another, regardless of their religious affiliation. Offices are located at Lincoln Park Campus 2250 N. Sheffield, Rm 311, 773-325-1195, and at the Loop Campus in the DePaul Center, 11<sup>th</sup> Fl., 773-312-6910, or visit: <http://studentaffairs.depaul.edu/ministry/>

### **International Student & Scholar Services:**

The Office of International Student and Scholar (OISS) Services provides immigration advising to over 1,500 non-immigrant students and scholars in F-1 and J-1 visa statuses. The OISS also issues U.S. Department of State Certificate of Eligibility for Exchange Visitor (J-1 visa) status (Form DS-2019). Departmental chairs or college deans who wish to invite non-tenure track international exchange visitors to DePaul, for purposes of teaching, academic collaboration, and/or research, may request issuance of Form DS-2019 from the OISS. Non-immigrants students in need of assistance with matters related to maintenance of non-immigrant status, employment authorization requests, travel and re-entry into the U.S. from abroad, and lawful transfer into DePaul University from another U.S. educational institution, should contact the OISS at 312-362-8376. The OISS is responsible for University compliance with the Student Exchange Visitor Information System (SEVIS) reporting requirements. This is necessary in order to maintain the University's legal authority to admit and enroll non-immigrant students and to invite international exchange visitors. The OISS is located at 1 E. Jackson Boulevard, DePaul Center, Suite 9300. For more information, please call the ISO office at 312-362-8376 or visit <http://oiss.depaul.edu/>.

### **Student Financial Services:**

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

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

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

**Career Center:**

The Career Center creates dynamic connections to the world of work, providing comprehensive, centralized employment and career services for members of the DePaul University community. The following services are available through the Career Center: Workshop Services, Career Advising, Student Employment, Company Presentations, On-Campus Recruiting, Alumni Career Mentors, Job and Internship Fairs and Listings, and Online Resume Books.

For further information, contact the Career Center at:

Loop Campus:

DePaul Center Suite 9500  
1 East Jackson Blvd.  
Chicago, IL. 60604  
Phone: 312-362-8437

Lincoln Park:

Schmitt Academic Center Rm. 192  
2320 N. Kenmore Ave.  
Chicago, IL. 60614  
Phone: 773-325-7431