

DEPAUL UNIVERSITY

Chicago, Illinois

2003-2004 Title II Report

Mission:

DePaul University pursues the preservation, enrichment, and transmission of knowledge and culture across a broad spectrum of academic disciplines. It treasures its deep roots in the wisdom nourished in Catholic universities over the centuries. The principal distinguishing marks of the University are its Catholic, Vincentian, and urban character. DePaul is dedicated to teaching, research, and public service. In pursuing its own distinctive purposes among these three fundamental responsibilities; this university places highest priority on programs of instruction and learning.

Teacher Preparation Programs:

The School of Education offers programs leading to Illinois certification at the undergraduate level in Early Childhood, Elementary, Physical Education, Secondary Education (16 areas of concentration), and Music Education. There are also teacher certification programs at the graduate level in Early Childhood, Elementary, and Secondary Education.

Student Characteristics:

The composite mean scores for the entering Freshman ACT was 22.9 and the SAT was 989. The racial makeup of this class was 43.1% minority and 56.9% Caucasian. Their geographic origin was 53.4% suburban, 33.6% Chicago, 8.8% out-of-state, and 4.3% elsewhere in Illinois. The class is 82.8% female and 17.2% male.

Admission Requirements:

Admission to Teacher Education:

Undergraduates must take and pass the state Basic Skills test and have a minimum of 2.75 GPA on a 4.0 scale. Students who have not passed the test are classified as pre-education.

Graduate students must have two letters of recommendation, two official transcripts, a personal statement, pass the state Basic Skills test, and have a 2.75 or above GPA on a 4.0 scale. Students may only register for up to 16 quarter hours before acceptance into the School of Education.

Accreditation:

DePaul University is accredited by the North Central Association of Colleges and Schools. The School of Education has been accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1962. All programs are approved by the Illinois State Board of Education.

CONTEXTUAL INFORMATION

Teacher Education Vision:

The School of Education prepares all of its students to be "Urban Professional Multicultural Educators" who 1. Integrate theory and practice; 2. Consider multiple perspectives; 3. Exhibit Vincentian personalism; 4. Promote positive transformation; and 5. Function as life-long learners.

Best Practices:

- Clinical experiences are infused throughout the programs.
- Year-long structured tutoring opportunities are available.
- All undergraduate candidates, along with their Liberal Arts core program, have experiential opportunities to integrate their studies and to apply their learning to real world situations.
- Induction classes are incorporated into both undergraduate and graduate programs.
- All secondary candidates have a major in their area of endorsement from Liberal Arts. Undergraduate students have a concentration from Liberal Arts.
- School of Education faculty are actively involved working with urban and suburban public school districts and the parochial schools.

Notable Features and Accomplishments:

- DePaul has been the lead university for matriculating Golden Apple scholarship students.
- The School of Education conceptual model of its programs has been singled out for praise by visiting state and accreditation teams.
- There are six active outreach programs/centers servicing both the metropolitan area and suburban schools.
- An exemplary teacher preparation program is operated by the School of Education and Glenview School District 34.

**Program Information for DePaul University
2003-2004**

S.1 Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004	1,277
S.2 Number of students in supervised student teaching in academic year 2003-2004	633
S.3 Number of faculty members who supervised student teachers:	
➤ S.3A Full-time faculty in professional education	6
➤ S.3B Part-time faculty in professional education but full-time in the institution	10
➤ S.3C Part-time faculty in professional education, not otherwise employed by the institution	52
S.4 Total faculty student teaching supervisors	68
S.5 Student teacher/faculty ratio	9:1
S.6A The average number of student teaching hours per week	40
S.6B The total number of weeks of supervised student teaching required	10-12
S.7 Average total number of hours required	440