

**CONTEXTUAL INFORMATION**

***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, Secondary (9 areas of concentration), World Language (6 areas of concentration), and Music Education. There also are teacher certification programs at the graduate level in Early Childhood, Elementary, Secondary, Special, and World Language Education.

***Student Characteristics***

The composite mean scores for the entering Freshman ACT was 24 and the SAT was 1103. The racial makeup of this class was 29.6% minority and 70.4% Caucasian. Their geographic origin was 53.3% suburban, 22.2% Chicago, 14.8% out-of-state, and 9.6% elsewhere in Illinois. The class is 75.6% female and 24.4% male.

***Admissions Requirements***

Admission to Teacher Education Program

Undergraduates must take and pass the IL State Basic Skills test and have a minimum 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 copies of official transcripts, a personal statement, pass the IL 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.

Admission to Student Teaching

Undergraduates must take and pass an IL State Content Area test, have a minimum of 2.75 GPA on a 4.0 scale, a minimum 100 hours of field experience, and pass a T.B. test.

Graduate students must take and pass an IL State Content Area test, have a minimum of 3.0 GPA on a 4.0 scale, a minimum 100 hours of field experience, 3 positive letters of recommendation, and pass a T.B. test.

***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.

***Teacher Education Vision***

The School of Education prepares all 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 fieldwork 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 the area of endorsement from Liberal Arts. Undergraduate students have a concentration from Liberal Arts.
- School of Education faculty are actively involved in working with urban and suburban public school districts, private, and parochial schools.

***Notable Features and Accomplishments***

- DePaul has been the lead university for matriculating Golden Apple scholarship students.
- The School of Education conceptual model for its programs has been singled out for praise by visiting state and accreditation teams.
- There are three active urban school outreach programs plus a Professional Development School (PDS) network servicing seven city schools. The PDS network—developed by School of Education plus Liberal Arts & Sciences faculty—provides professional development opportunities for pre-service and in-service teachers as well as counselors and principals, in partnership with public and private schools.
- An exemplary alternative teacher preparation program is jointly operated by the School of Education and Glenview School District 34.

**Program Information for DePaul University  
2006-2007**

<b>S.1</b> Total number of students admitted into teacher preparation, all specializations, in academic year 2006-2007	<b>585</b>
<b>S.2</b> Number of candidates in supervised student teaching in academic year 2006-2007	<b>585</b>
<b>S.3</b> Number of faculty members who supervised student teachers:	
➤ <b>S.3A</b> Full-time faculty in professional education	<b>23</b>
➤ <b>S.3B</b> Part-time faculty in professional education but full-time in the institution	<b>0</b>
➤ <b>S.3C</b> Part-time faculty in professional education, not otherwise employed by the institution	<b>101</b>
<b>S.4</b> Total faculty student teaching supervisors	<b>124</b>
<b>S.5</b> Student teacher/faculty ratio (Divide total given in S.2 by the number given in S.4)	<b>4</b>
<b>S.6A</b> The average number of student teaching hours per week	<b>30</b>
<b>S.6B</b> The total number of weeks of supervised student teaching required	<b>10</b>
<b>S.7</b> Average total number of hours required	<b>300</b>